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Unit Three

Thematic


Module 7A:

Listen, Touch, Taste



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Grade Three **Thematic**

Module 7A:

Listen, Touch, Taste



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Grade Three Thematic
Module 7A: Listen, Touch, Taste
Student Module Booklet
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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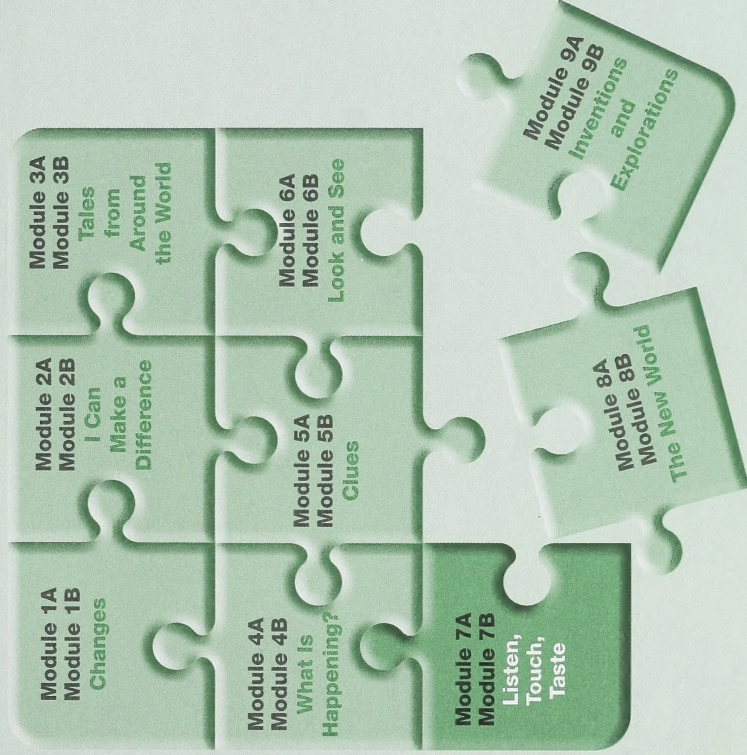
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Welcome!

Grade Three Thematic Module 7A

There are nine modules in this course. You should work through the modules in order because the things you learn in one module will be used later in other modules.



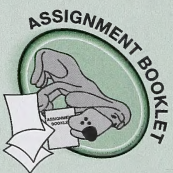
Module 1A contains general information about the course components, additional resources, icons, assessment, and strategies for completing your work. If you do not have access to Module 1A, contact your teacher to obtain this important information.

Things to Remember

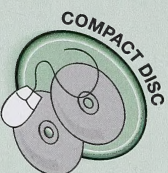
Each of these small pictures is called an icon. Every time you see an icon, you will stop and follow some directions.

Look at each icon. Read to find out what each icon tells you to do.

When you begin each day, look at the icons in the day's lessons. They will help you get ready for your work.



Go to your Assignment Booklet.



Go to your audio or multimedia CD.



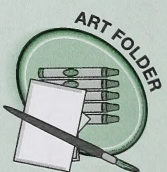
Take something out of your Course Container.



Go to the Phonics book.



Use technology to help do a task.



Put your work in the Art Folder.



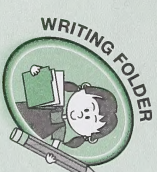
Take out your Collections book.



Go to Grade Three Mathematics.



Do a physical activity.



Put your work in the Writing Folder.

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Module Overview

You have already made many discoveries about the sense of hearing. In Module 7A you will learn more about the other senses. You will look, listen, and touch as you solve a mystery, write stories, do experiments, and have fun with photography.

You will also discover some things about people from other countries.

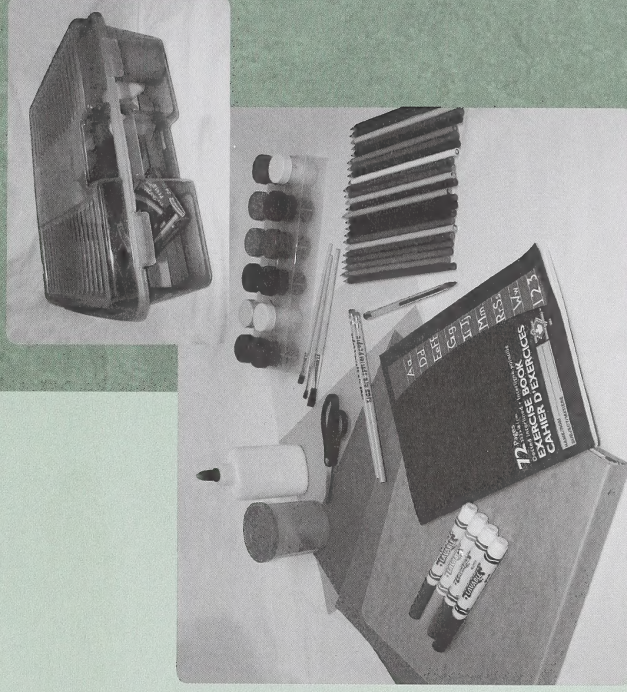


What You Will Need

You will need the materials in your Course Container. Also collect the books and materials listed below and keep them in your work area. For Module 7A, you will need

- Module 7A Student Module Booklet
- Module 7A Student Assignment Booklet
- Writing Folder
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- beginner's classroom atlas
- *Collections: Super Senses!*
- Art Folder
- interlined notebook or paper for handwriting
- atlas
- camera and film
- photographs in a family album or magazine pictures
- poster board, cardboard, or mat board
- utility knife or sharp scissors
- magazines that can be cut
- two nails
- a variety of small objects with varying textures
- a pillowcase or a large sock
- a pair of gloves
- glue, yarn, paper punch

See the Home Instructor's Guide for more information.



Day 1

Through the Camera's Eye

Today you will look at the world in a different way. You will learn how photographers help people “see” more clearly.

What makes a good photograph? Why do people take pictures? What should you put in your photos? Find out all these things and more in today's lesson!



Getting Started

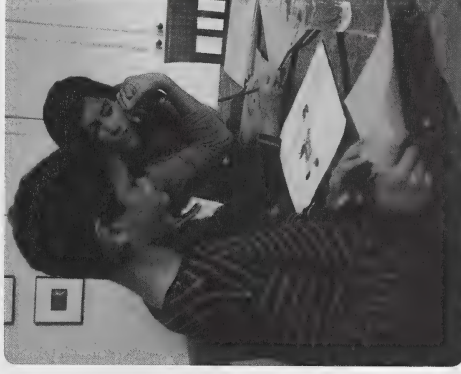
You have already completed six modules of Grade Three Thematic. You have only three more modules to finish. What goals have you reached? What goals do you have for the last few months of grade three? Think about these things and discuss them with your home instructor.

If you need to, look back at the goals you set on Day 1 of Module 1 and Day 1 of Module 4.

When you are ready, go to Assignment Booklet 7A to set new goals for the next three modules.



Go to Assignment Booklet 7A. Do Assignment 1: Goals



Discuss which goals the student has reached and which goals he or she should set for the next portion of grade three.

"Seeing Through the Camera's Eye"

Do you remember when you took photographs of buildings and structures in Module 3? How did the photographs you took turn out? How could you have made them better? Answer these questions for your home instructor.

Are you ready to learn more about photography?

Discuss the student's experiences with photography.



Take out *Super Senses!*

Turn to the Contents pages. Find “Seeing Through the Camera’s Eye.”

Look at the information written under the title.

1. This selection is made up of _____

Photos is short for photographs. A **commentary** is an essay or a set of comments or remarks about an idea or topic.

commentary: an essay or set of comments or remarks about a topic

2. Can you see the word comment hidden in the word commentary? Circle it.

3. Another way to describe this selection is

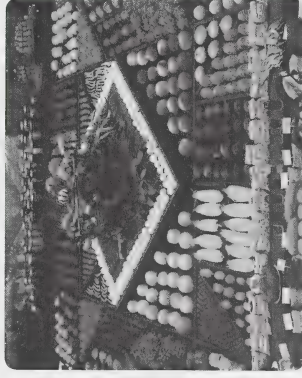
a **fairy tale** a **poem** a **photo essay**

Turn to the first page of “Seeing Through the Camera’s Eye.”



Read pages 12 and 13. Look at the photographs too.

4. Name four things that the author says make good photographs.



vegetable and fruit display

Read pages 14 and 15.

5. What types of objects does the author say can "tell a story"?

Read page 16.

6. What are two suggestions the author makes about taking pictures of pets?

Camera Tips

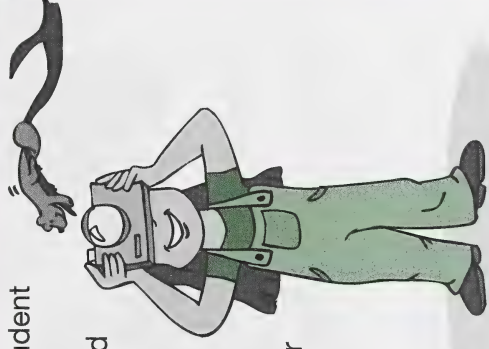
In the selection you just read, the author, Valerie Burton, gives you many good ideas about taking pictures.

7. Read the ideas below. Write **true** if the idea could help you take better pictures. Write **false** if the idea would not help you take good photos.



- a. Mysterious shadows make a photo interesting. _____
- b. You should always take a picture of the person's face. _____
- c. Get as many things as possible into your photo. _____
- d. Unusual patterns or reflections make a good photo. _____
- e. Photographs of a collection of objects can tell a story. _____
- f. Try to get the cage bars in your zoo photos. _____

In Module 6A you began checking your own work in the Student Module Booklet. You will continue checking your own work with your home instructor's help. You will find the Suggested Responses at the end of each day's lessons. When you are instructed to check your work, turn to the Suggested Responses for the day you are working on and find the answers for the questions you have completed. Be sure you have the correct question number. Your home instructor will help you with this.



You can put a check mark beside the correct answers if you like. If you have an incorrect answer, try to figure out what you did wrong. Ask your home instructor to help you if you need assistance. Be sure to write the correct answer. You can use a different colour of pen to write the corrections.

Refer to the Home Instructor's Guide for more information.

Turn to the Suggested Responses on pages 23 and 24, and ask your home instructor to help you check your work.

Spelling

Your home instructor will read some words aloud. You will write them in your Assignment Booklet.

Listen to each word as your home instructor says it. Think about which letters make the sounds you hear in the word.

Write each word carefully.

Guide your student through the marking routine. Monitor as the student corrects the answers. Discuss any incorrect answers. Be sure the student writes the correct answer.

Refer to the Home Instructor's Guide for spelling words and procedures.



Go to Assignment Booklet 7A. Do Assignment 2: Spelling Pre-test.

Phonics

You will begin a new unit in your Phonics book today. In this unit you will learn more about word parts and syllables.

You learned about base words and suffixes earlier this year.

8. A suffix is

a base word a word part that comes after a base word

a word part that comes before a base word

9. A base word is

the last syllable in a word the first syllable in a word

the main part of a word

prefix: a word part added to the beginning of a base word to change its meaning or to make a new word



The prefix **un** means “not.” Unhappy means “not happy.”

10. Read the words below. Tell what each word means.

unpleasant _____ **untrue** _____

uneven _____ **unlikely** _____

unfair _____ **unable** _____

There are other prefixes that also mean “not.” For example, misspelled means “not spelled correctly.”

Disobeying means “not obeying.”

Assist the student with reading the article. Words with prefixes include *recycle, reuse, inside, unusual, and recycling.*

Assist the student with locating the Suggested Responses and checking the completed work.



Go to page 151 in your Phonics book. Read the article about the bottle houses. Watch for words with prefixes. Turn to page 153. Read the instructions carefully and then do the page.

Turn to the Suggested Responses on page 24 and ask your home instructor to help you check your work.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Are you beginning a new book today? Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

The Camera's Eye



career: an occupation or profession

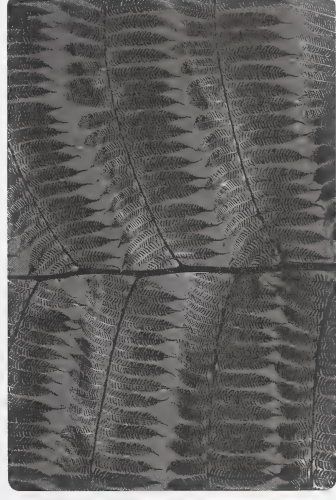


Take out Super Senses!

Turn to "Seeing Through the Camera's Eye." Take a closer look at the photographs. Think about the things that Valerie Burton said.

Good photographs may show people, animals, buildings, or objects. Photos can also show

- interesting shapes
- mysterious shadows
- bright colours
- unusual patterns or textures
- reflections



Look at each of the photographs in "Seeing Through the Camera's Eye."

11. Which photographs show reflections?

12. Which photographs show bright colours?

13. Which photographs show patterns or textures?

14. Which photograph is your favourite? Explain why.

Does your family have a photo album? If you do, take it out. Pick out three photographs that you think are very interesting. Do the photos contain shapes, shadows, bright colours, patterns, textures, or reflections? Do they show some people who are special to you or something special about a person? What makes them exciting or interesting? Explain to your home instructor why you like each photo.

The student could use photographs from magazines instead of family photos. Magazines such as *National Geographic* may contain interesting photographs.

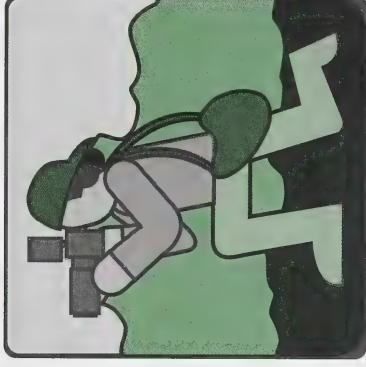
Assist the student with locating the Suggested Responses and checking the completed work.

Try It

Do you think you could be a creative photographer? Would you like to try some of the ideas that Valerie suggests?



Take out your camera. If you do not have a camera, ask if you can borrow your home instructor's camera.



Remember what you learned in Module 3 about taking photographs:

- Hold the camera so that your fingers are not over the lens or the viewfinder of the camera.
- Frame the picture so that the objects you want are in the viewfinder. Be careful not to cut off the top or bottom of the person or thing you are photographing.
- Walk closer or farther away until the object you want fills your viewfinder.
- Make sure the object you want to photograph is not blocked by something else.
- Outdoor photographs turn out best if the sun is behind you. Taking pictures directly into the sun can cause a glare on your film.

Remember the tips that Valerie Burton gave you in the article.

Module 7A: Listen, Touch, Taste

Before you begin to take pictures, walk around with your camera. Look through the viewfinder for interesting shapes, mysterious shadows, bright colours, unusual patterns and textures, and reflections.

When you are ready, take at least three or four different photographs.

Make a Photo Collage

On page 15 in *Super Senses!* Valerie Burton describes how to create a photo collage. You will take photos for your own collage today.

Reread the information in the last paragraph on page 15.



Follow the steps below as you take the photos for your collage:

- Choose the person you would like to photograph. Photograph that person in a way that shows how he or she is special. For example, you could photograph the person doing an activity that he or she enjoys. You could take the photo in the person's favourite place, or capture a special expression on his or her face.
- Take pictures of some of the person's favourite things. Does the person have a special collection, a pet, or a favourite hobby? Try to take a picture of at least four of the person's favourite things.

You will use these pictures to create a collage later.

Story Time

Does the book that your home instructor is reading today have photographs or illustrations?

Enjoy the story.



If your student is interested in learning more about photography, consider borrowing a how-to manual written at the student's level.

The student may respond to the questions or write about any topic that relates to the day's lessons.

Looking Back

Did you enjoy looking at the world through the "eye" of the camera? How do you think your photographs will turn out? Would you like to know more about photography?

Journal Entry

Glossary

career: an occupation or profession

commentary: an essay or set of comments or remarks about a topic

prefix: a word part added to the beginning of a base word to change its meaning or to make a new word

Suggested Responses

1. This selection is made up of photos and commentary.
2. commentary
3. Another way to describe this selection is a photo essay.
4. Any four of the following answers are acceptable: people, animals, flowers, buildings, or cars.
5. Objects, such as stuffed animals, sports equipment, collections, a favourite outfit, musical instruments, and bikes, can "tell a story."
6. Any two of the following responses are acceptable:
 - Take pictures that show a day in the life of your pet.
 - Make a portrait in the same way you would photograph a friend.
 - Use a self-timer and take a picture of yourself and your pet.

- | | |
|------------|----------|
| 7. a. true | d. true |
| b. false | e. true |
| c. false | f. false |

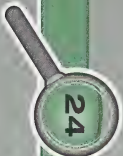
8. A suffix is a word part that comes after a base word.

9. A base word is the main part of a word.

- | | | | |
|-----------------------|--------------|-----------------|------------|
| 10. unpleasant | not pleasant | untrue | not true |
| uneven | not even | unlikely | not likely |
| unfair | not fair | unable | not able |

Phonics

- | | |
|--------------|--------------|
| 1. please | 15. charge |
| 2. correct | 16. cover |
| 3. pure | 17. spell |
| 4. behave | 18. precise |
| 5. fair | 19. appear |
| 6. happy | 20. seen |
| 7. satisfy | 21. use |
| 8. fold | 22. action |
| 9. agree | 23. true |
| 10. fortune | 24. able |
| 11. lay | 25. take |
| 12. pleasant | 26. even |
| 13. obey | 27. like |
| 14. perfect | 28. complete |



11. The photo of the car on page 12 and the photo of the building on page 14 both show reflections.
12. The following photos show bright colours: the woman on page 12, the girls on page 12, the boots on page 13, both photos on page 14, and the pigs and the butterflies on page 15.
13. The woman on page 12 has a patterned scarf, the photo of the boots on page 13 has a patterned cloth, the building on page 14 has a pattern, the pigs and the shell on page 15 show texture, all the animals on page 16 show texture, and the cats on page 16 are lying on rugs with patterns.
14. You should have named a favourite photo. You should have a reason that explains why the photo is your favourite. For example, you might have said your favourite photo is the shoes because it shows so many different colours of shoes.

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More About Photographers



Does this photograph of a teddy bear make you feel happy or sad? Why? Would you feel differently if this bear were in the middle of a colourful playground filled with laughing children? Today you will learn more about how photographers use their photos to create a mood or feeling.

You will work with your photographs again today. Find out how photographers cut pictures to make them look even better. Get ready to create your own frame and to finish your collage.

Getting Started

On Day 1 you picked out some of your favourite photographs from a magazine or from your family album. How did each of those photographs make you feel? Tell your home instructor.

Setting the Mood

You have learned how the illustrator sets the mood of a story by using certain colours and styles of pictures. Like other artwork, photographs often make people feel a certain way. Brightly coloured photographs might make people feel cheerful and full of energy. Many people find photographs with cool blue tones restful and calming.

Action pictures might make you feel excited or make you wish you could try the activity.

Photographs that show friends and family in happy times might bring back good memories.



Take out *Super Senses!*

Discuss the photographs that the student chose on Day 1. What feelings did each photo evoke in the student?

You may wish to have the student recall words that tell about feelings and create a list on the chalkboard or whiteboard. If you saved the list from Day 7 of Module 1, you can review it and add any new words the student thinks of.

You are going to look back through the photographs in the selection “Seeing Through the Camera’s Eye.” Think about how each photo makes you feel. Does the photograph make you smile? Does it make you feel calm or excited? Does it make you want to do something? Does it remind you of something that has happened in your own life?

1. Turn to page 12. Tell how each photo on this page makes you feel or what it makes you think of. Try to use different and specific words for each picture.

Photo 1: girls at a birthday party _____

Photo 2: woman with a pop _____

Photo 3: reflections of cars _____

2. Turn to page 13. Tell how each photo on this page makes you feel or what it makes you think of.

Photo 4: boots _____

Photo 5: boy with sunglasses _____

Photo 6: motorcycle _____

Turn to the Suggested Responses on page 43 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

Take a Closer Look

When you do research, you look for the facts and main ideas in a selection. You have learned how to use a web or a chart to make notes about the facts. Sometimes making an **outline** of an article or essay can help you understand the article. An outline is a short plan showing how the main ideas, supporting ideas, and details are organized. The topic is written as the title of the outline. Capital letters are used for the main ideas, and numbers for the supporting ideas. An outline works especially well if a selection has several headings. Each heading is a main idea.

Turn to page 12 in *Super Senses!* again.

Reread the information on pages 12 and 13.

3. The first heading or main idea in the essay is _____.

4. Three supporting ideas from this section are

1. _____

2. _____

3. _____

outline: a brief plan showing how the main ideas, supporting ideas, and details are arranged
An outline is written in a special form.

To make the outline, you would write the heading. Under the heading, you would write the most important ideas. Here is an example:

A. People Plus

1. Look at everything around you.
2. Take a photograph that shows how a person is special.
3. Keep photos simple.

5. Use the following spaces to make an outline for the last two headings of the selection.

Heading: _____

Three supporting ideas are

1. _____
2. _____
3. _____



Heading: _____

Three supporting ideas are

1. _____

2. _____

3. _____



Read through your outline. Does it tell you the most important facts from the article? Next time you do research, you can make an outline to help you understand the facts. The complete outline for this selection would look like this:

Seeing Through the Camera's Eye

A. People Plus

1. Look at everything around you.
2. Take a photograph that shows how a person is special.
3. Keep your photos as simple as possible.

B. Favourite Things

1. Objects can tell a story.
2. It's a good idea to create a photo album.
3. A photo collage is another good thing to do with pictures.

C. Pets and Other Animals

1. Take pictures that capture how unique a pet is.
2. Unusual pets make interesting pictures.
3. Zoos are great places to take pictures.

Assist the student with locating the Suggested Responses and checking the completed work.

Spelling

Find your Spelling Pre-test from Day 1, Assignment 2. On the lines below, write any words that you spelled incorrectly. Ask your home instructor to help you spell them correctly.

Your home instructor will help you choose three challenge words. Write them too.



I chose photograph, mystery, and picture for my challenge words.
What words did you choose?

Show the student which words were spelled incorrectly and help him or her spell them correctly.

Help your student choose three challenge words to practise.

Challenge words may be theme words, words that the student would like to learn, or words the student is spelling incorrectly in written work. See the Home Instructor's Guide for suggested thematic words.

Be sure the student spells each word accurately.



Take out your Writing Dictionary. You will add your new spelling words to the dictionary.

Write all the spelling words from the Day 1 Spelling Pre-test in your Writing Dictionary. The words are

- | | | | |
|----------------|-----------------|----------------|------------------|
| unhappy | discover | rewrite | displease |
| reuse | mistrust | unsure | incorrect |

Put each word on the page with its beginning letter. Add your challenge words to the Writing Dictionary too.

Use your Writing Dictionary to help you spell words when you write. You can add new words any time you need to.

Phonics

On Day 1 you learned about prefixes.

6. A prefix is a word part that is added to

- | | |
|----------------------------------|-------------------------------------|
| the end of a base word | the beginning of a base word |
| the middle of a base word | |

D d
dress
didn't
don't
discover

7. The following words have prefixes. Circle the prefix and tell what each word means.

disobeying _____

unlikely _____

misspell _____

displeased _____

unequal _____



Go to your Phonics book for more practice with prefixes. Do page 154.

Turn to the Suggested Responses on pages 44 and 45, and ask your home instructor to help you check your work.



Go to Grade Three Mathematics.

Assist the student with locating the Suggested Responses and checking the completed work.

emphasize: call attention to; give special importance to



Your home instructor will tell you about today's physical activity.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

More Fun with Photos

Photographers can **emphasize** their photographs by framing them, cutting them, or grouping them together in a collage. You will use all of these techniques today as you work with photographs.

Frame It

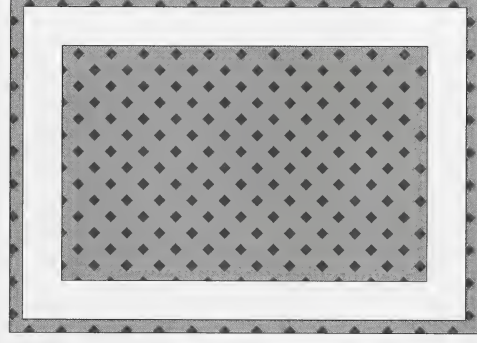
Framing a photograph or picture can make it look better. Look around your home. Are there any photos or pictures displayed on the walls? What types of frames do they have?



You can create a frame for one of your favourite pictures. You will need stiff board — either cardboard, poster board, or mat board. You will also need a utility knife and sharp scissors, gift-wrap or other patterned paper or cloth, and white glue.

Follow these instructions:

- Choose a favourite 10 cm by 15 cm photo to frame.
- Find the page titled **Frame Patterns** in the Appendix of this Student Module Booklet. Carefully remove the page.
- Choose one of the patterns for your frame and carefully cut it out.
- Place the pattern over the poster board. Trace the pattern onto it. This will be the front part of the frame.
- Place the pattern on another piece of poster board. Trace around only the outside of the pattern. This will be the back part of the frame.



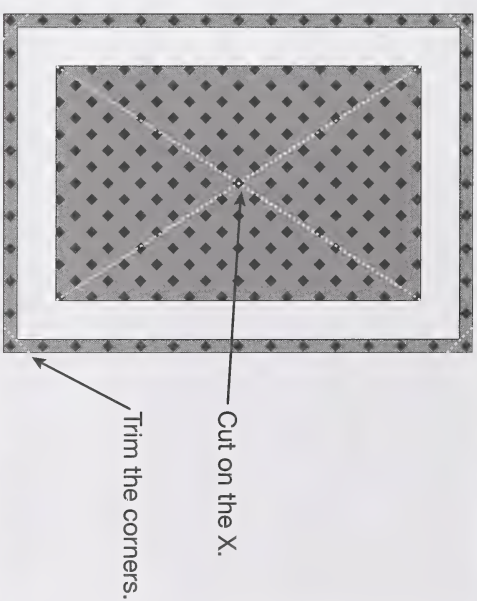
- Ask your home instructor to help you cut the cardboard patterns using a utility knife.
- Cut two pieces of patterned paper or cloth that are 14 cm by 18 cm. Cover the picture frame with glue. Carefully position the cutout frame with the glue side down in the centre of the back of the patterned paper. Smooth out any wrinkles and then let the glue dry.

Patterned cloth could be substituted for patterned paper.

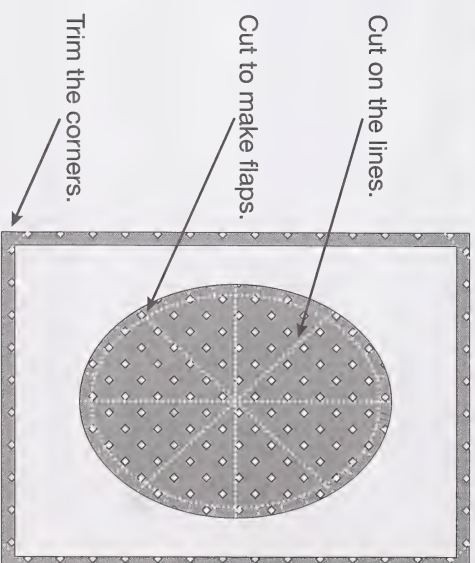
A framed photo makes a great gift for the student's family or friends.

Before allowing the student to use a utility knife, demonstrate how to use a board or cutting mat under the cardboard. Discuss safety concerns. Depending upon the skills of your student, you may want to do the cutting yourself.

- If you used the rectangular frame, cut an X in the paper in the frame's opening. Cut off the corners of the paper too.

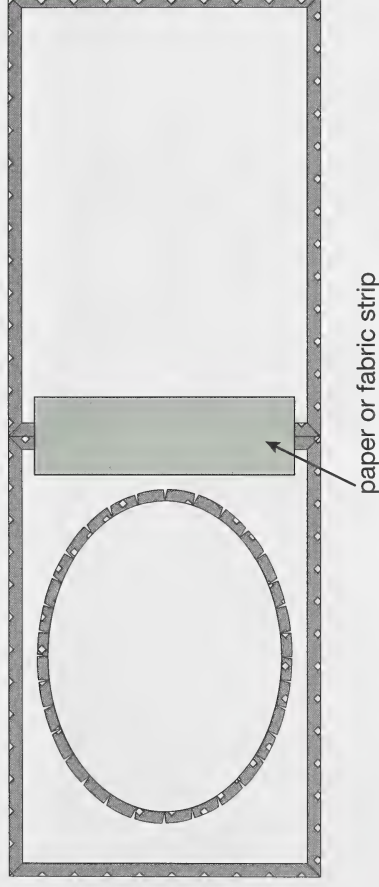


- If you used the oval frame, draw a star shape in the middle of the oval and cut on each line.
- Trim off each triangle, leaving enough paper to fold back. Make cuts in the remaining paper to make flaps.

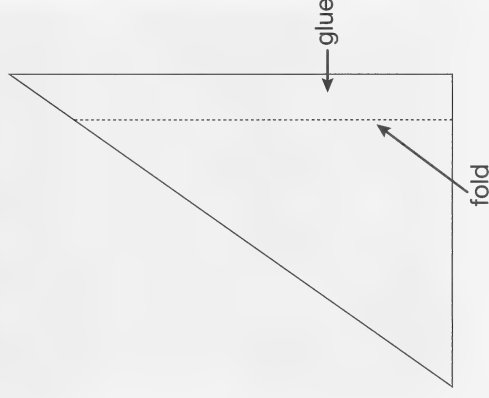


- Fold the flaps of paper back over the inside of the frame, and glue them down. Trim any extra paper that sticks over the frame. Trim the corners. Fold in the paper on the outside of the frame. Glue it down too.

- Cover the other piece of cardboard too. It will be the back of your frame.
- Lay the two pieces of cardboard end to end, front side down. Cut a piece of paper or fabric that is about 3 cm by 10 cm. Use white glue to paste the paper or fabric strip onto the two frames. This strip will make the hinge of your frame.



- Let the hinge dry.
- You can make a support for the back of the frame if you want your photo to stand up. Cut a triangular piece of cardboard. Fold it along the dotted line and glue it to the back of your frame.
- Lift up the front of the frame and slide in your favourite photo. Display it in your room or give it to someone as a gift.



crop: clip or cut

Crop It

Photographers often cut or trim photographs to make the picture simpler or more interesting. Trimming or cutting a photograph is called **cropping** it.

Look at the following photos. The first one shows the whole photo. The second one shows a cropped and enlarged version of it.



8. How has the picture changed?

Turn to the Suggested Responses on page 45 and ask your home instructor to help you check your work.

Computer programs are often used to crop photographs and change them.

Assist the student with locating the Suggested Responses and checking the completed work.

If you have a computer with a program that allows you to crop and manipulate photos or pictures, teach your student how to use it.

Try cropping some photographs yourself. Find at least five large photographs in magazines and cut them out. Pick out an interesting part of each picture. Use a ruler to draw a square or rectangle around the part that you want to keep. Cut along the lines. How does your new, cropped picture look different from the original picture?

Finish Your Collage

If you have developed your photographs from Day 1, you can use them to create a photo collage. If the pictures are not ready yet, do the collage when you get them.



Take out *Super Senses!*

Turn to page 15. Reread the instructions in the last paragraph on that page. Follow the directions. When you are pleased with your arrangement, glue the pictures to a large piece of poster board or other heavy paper.

A photo collage makes a great gift for a family member or a friend. To make it even better, you can create a frame for it. You may wish to take a photograph of your collage to send to your teacher on Day 9. You may also want to send your teacher any interesting photographs you have found of various shapes, textures, patterns, or reflections.



This activity may be completed at a later date if the photographs from Day 1 have not yet been printed.

The student may respond to the questions or write about any topic that relates to the day's lessons.

Story Time

Enjoy the story.

Looking Back

Do you think you would like to be a photographer when you grow up? What kind of things do you like to photograph? Did you have fun framing and cropping pictures?

I framed a picture of myself and gave it to a friend who is moving away soon.



Journal Entry

Glossary

crop: clip or cut

emphasize: call attention to; give special importance to

outline: a brief plan showing how the main ideas, supporting ideas, and details are arranged

An outline is written in a special form.

Suggested Responses

1. Your answers may not be the same as the examples depending on your feelings and experiences. You should have used a variety of words and descriptions.

Photo 1: celebrating; a party

Photo 2: curious; thirsty

Photo 3: speed; traffic

2. Photo 4: shoe store; hiking

Photo 5: sunshine; dressed up

Photo 6: want to go for a ride; the wind in your face

3. The first heading or main idea in the essay is People Plus.

4. Supporting ideas from this section include

1. Look at everything around you.
2. Take a photograph that shows how a person is special.
3. Keep your photographs simple.

5. Heading: Favourite Things.

Three supporting ideas:

1. Objects can tell a story.
2. It's a good idea to create a photo album.
3. A photo collage is another good thing to do with pictures.

Heading: Pets and Other Animals.

Three supporting ideas:

1. Take pictures that capture how unique a pet is.
2. Unusual pets make interesting pictures.
3. Zoos are great places to take pictures.

6. A prefix is a word part that is added to the beginning of a base word.

7. **(dis)obeying** not obeying

(un)likely not likely

(mis)spell not spelled correctly

(dis)pleased not pleased

(une)qual not equal

Phonics

Page 154

- | | |
|--------------|----------------|
| 1. able | 6. print |
| 2. pleasant | 7. like |
| 3. happy | 8. proper |
| 4. made | 9. please |
| 5. correct | 10. possible |
| 11. improper | 15. dislike |
| 12. unmade | 16. unpleasant |
| 13. unable | 17. incorrect |
| 14. unhappy | |

8. Only the children from the left side of the picture appear. The coloured streamer is cut out of the picture and so are the children on the right side. The left hand part of the picture is made larger.

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Day 3

It's a Mystery!



Today you will meet a girl named Tracy who likes to solve mysteries. You have met “dirt detectives” and used clues to solve many types of puzzles and problems. Do you think you can help Tracy solve a mystery?

What do you know about people who live in other countries? You will have a chance to learn more about people from other countries over the next few days.

Getting Started

You have read many different types of selections:

- fairy tales
- folk tales
- fables
- plays
- legends
- adventure stories
- non-fiction selections



What is your favourite type of selection from the list above?

Have you read any **mystery** stories? Do you know what makes a mystery story different from other stories? What does a **detective** do? Tell your home instructor what you know.

mystery: 1 a secret; something that is hidden or unknown 2 a story about strange or secret events

detective: a person who works to find out things that others are trying to keep secret

Discuss any mystery stories that your student may have read. Ask him or her to tell you what makes mystery stories different from other stories and to tell you about the job of a detective.

Solve the Case



Take out Super Senses!

Turn to the Contents pages. Find “The Case of . . . the Missing Skateboard.”

1. This story begins on page _____.

Turn to that page.

Read the title and look at the illustrations on the first page of the story.



What predictions can you make about the story? Tell your home instructor what you think is happening.

Read the first page to discover the setting and the names of the characters.

2. The setting is _____.
 3. The time of year is _____.
 4. The characters are _____.
- Read page 18 to find out what problem Angie has.

The student will make predictions about the story based on the title and the illustrations on the first page.

5. Angie's problem is _____.

6. What does Tracy mean when she writes "Suspect—David Stellino"?



7. What does suspect mean?

8. How does Tracy know that David didn't take the skateboard?

Read page 19.

Tracy makes notes in her notebook to help her solve the case.

9. What is Tracy's first **clue** for the case?

Read page 20 and the first column of page 21.

The student may need to check the dictionary to find out the meaning of *suspect*. Help the student choose the correct meaning for the word in this context.

clue: something that helps to solve a mystery or problem

10. What are clues 2 and 3?

Clue #2: _____

Clue #3: _____

Part of the fun of reading mystery stories is trying to solve the mystery yourself. Can you use the clues to make a guess about what happened to the skateboard?



11. I think _____

Read the last column of page 21.

12. Who does Tracy suspect? _____

Read page 22 to find out if Tracy is right.

13. Where is the skateboard? _____

14. How did it get there? _____

The last thing that Tracy writes is "P.S. Be on lookout for dog riding skateboard." What is funny about this? Discuss this with your home instructor.

Where do you usually see **P.S.**? What do you think P.S. stands for? P.S. stands for "postscript." P.S. introduces a note at the end of a letter or other piece of writing.

Turn to the Suggested Responses on page 64 and 65, and ask your home instructor to help you check your work.

Detective Entries

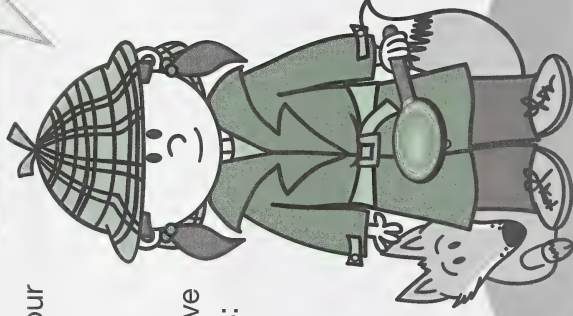
Tracy wrote each clue in her notebook. Each time she wrote a clue, she made an **entry** in her notebook. You write a journal entry at the end of each day's work in your Student Module Booklets. People also make entries in notebooks and diaries.

Detectives have to figure out many things when they solve a case. A detective must answer the following questions:

- **What** happened?
- **Where** did it happen?
- **When** was it done?
- **Who** did it?
- **Why** was it done?

These five questions are sometimes called the **5Ws**.

I love looking for clues and solving mysteries.



Discuss where the letters **P.S.** are usually seen and what they stand for. Also discuss what makes this statement humorous.

Assist the student with locating the Suggested Responses and checking the completed work.

P.S.: stands for "postscript," a note written at the end of a letter or other piece of writing
 Post means "after" and script means "writing" so postscript means "after writing."

entry: a word or group of words entered or written into a notebook, journal, or diary
 Dictionary definitions and encyclopedia articles are also referred to as entries.
 So is a piece of information keyed into a computer file.

Tracy made eight entries in her notebook to help her solve these questions.

15. Skim through the story to find Tracy's notebook entries. Write each entry in the following table. Tell which of the 5W questions each entry answers—**what**, **where**, **when**, **who**, or **why**. The first one has been done for you.

Entry Number	What Did She Write?	Which 5W Question Does It Answer?
1	Stolen—Angie's skateboard	What?

Tracy's notes helped her figure out who stole the skateboard and why. Use the table and what you know to answer the five questions.

16. **What** happened? _____

Where did it happen? _____

When was it done? _____

Who did it? _____

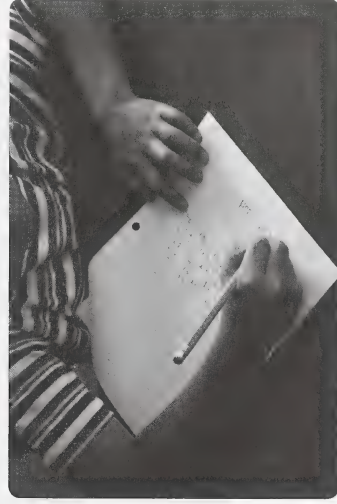
Why did he do it? _____

Turn to the Suggested Responses on pages 65 and 66, and ask your home instructor to help you check your work.

Spelling

Look back to the Day 2 spelling activity. Look at each word on the list that you wrote. Think about the correct spelling for each word. When you are ready, put away your word list.

Today you will write sentences with the words from your Spelling Pre-test.



Assist the student with locating the Suggested Responses and checking the completed work.

Dictate the spelling sentences. Refer to the Home Instructor's Guide for the sentences and for further information. Your student will self-correct each sentence as you write it on the chalkboard or whiteboard.

Sentence Dictation Steps

Follow these steps when you write your sentences:

- Listen as your home instructor reads each sentence.
- Start each sentence with a capital letter and end the sentence with a punctuation mark.
- Use a ruler to underline each spelling word.
- Compare your sentence to the one your home instructor writes on the board and make any necessary corrections.

Handwriting

It's time to practise your handwriting.



Take out your interlined notebook or interlined paper.

Look back at the dictation sentences you wrote for spelling practice. Write each of those sentences in handwriting in your notebook or on your interlined paper. Look at the Cursive Handwriting Alphabet Chart if you need to.

Show the sentences to your home instructor when you have finished.

Phonics

You have worked with the prefixes dis as in disagree, un as in unseen, and mis as in misfortune. There are several other common prefixes.

Read the following words:

retie retell rewrite

17. Circle the base word in each.

18. The prefix in each word is _____.

Check the handwriting for correct letter formation, correct joins, and consistent slant.



19. What do you think the prefix *re* means?

Read the following words to your home instructor:

derail deplane decode

20. Circle the base word in each.

21. The prefix is _____.

The prefix *de* usually means “the opposite of” or “reverse of” and sometimes “away from” or “from.”

Read the following words to your home instructor:

express export exchange



22. Circle the base in each word.

23. The prefix is _____.

The prefix *ex* usually means “out of” or “from.”

24. Think of at least three other words that have the prefix *re*, *de*, or *ex*.



Go to your Phonics book for more practice with prefixes. Do page 155.

Turn to the Suggested Responses on pages 66 and 67, and ask your home instructor to help you check your work.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

If you enjoyed the mystery story you read today, you might want to start reading a chapter book that tells about a mystery.

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Assist the student with locating the Suggested Responses and checking the completed work.

indigenous people: the original inhabitants of a country

First Peoples

You have learned about some of the First Nations people who live in Canada. You know that many people lived in Canada before Europeans came, and they continue to live here today. You have learned about the Iroquois, the Inuit, and the Ojibway peoples. Other First Nations people in Canada include the Haida from British Columbia and the Cree from Alberta and Saskatchewan.

In almost every place in the world, there are people who lived there before anyone else came. Each group of first peoples of any country has its own unique name. All together, they are sometimes called **indigenous people** or native people. They are the people who originally lived in the area.

Long ago it was very hard to travel the long distances from one continent to another. So each group of people developed a unique way of life. They had to adapt to the type of land that they lived on.



You learned about how the Inuit and the Iroquois traditionally used food and materials that were close by.

25. Traditionally, Inuit people made homes from _____.
26. Traditionally, Iroquois people used _____ made from birchbark to travel.

You learned that Inuit and Iroquois traditions include storytelling, carving, and ways to build homes.

Indigenous people in other countries also learned how to use the food and shelter that was nearby. They developed their own traditions too.

Indigenous People of Hawaii



Kanaka Maoli (or Polynesian)

Indigenous People of the Southwestern United States



Dine (or Navajo)

Indigenous People of Australia



Koori (or Aborigine)

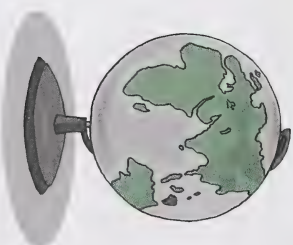
Over the next few days you will learn more about the ways of life that developed for some of the indigenous peoples in the world. Change is occurring at a very rapid rate throughout the world. Many indigenous people are trying to preserve traditional ways and also work with new ways at the same time.

If you have a globe, assist the student in finding Australia on it.

Australia

Do you know where Australia is?

Take out your atlas. Turn to the table of contents. Turn to the page that shows a map of the countries of the world. Find Australia.



27. What do you notice about Australia?

Find the equator on your map.

28. Australia is

close to the equator **far from the equator** **on the equator**

29. What prediction would you make about the climate of Australia?

- ☐ Most of Australia is very cold.
- ☐ Most of Australia is hot.
- ☐ It is frozen most of the year.

Did you notice that Australia is completely surrounded by water? Australia is the smallest continent in the world.

The indigenous people who live in Australia have many different names. One of the most common is Koori. They are also called Aborigines. Do you know anything about Australian Aboriginal people? Your home instructor has made a K-W-L chart for you. Tell your home instructor what you know about the Aborigines of Australia.

What would you like to know about the Aborigines of Australia? Make up at least three questions. Ask your home instructor to add your questions to the K-W-L chart.

You will add more information to your K-W-L chart on Day 4.

Turn to the Suggested Responses on page 67 and ask your home instructor to help you check your work.



Story Time

Enjoy the story that your home instructor reads to you.

Make a large K-W-L chart. See the Home Instructor's guide for more information.

The student will suggest at least three things that he or she would like to find out about Aborigines.

Assist the student with locating the Suggested Responses and checking the completed work.

The student may enjoy hearing other mystery stories. Check the Additional Resources list in the Home Instructor's Guide for suggestions.

Looking Back

In today's story you read that Tracy started up a detective agency for her summer job. What type of job would you like to do during the summer holidays? Why would you choose that job?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

clue: something that helps to solve a mystery or problem

detective: a person who works to find out things that others are trying to keep secret

entry: a word or group of words entered or written into a notebook, journal, or diary

Dictionary definitions and encyclopedia articles are also referred to as entries. So is a piece of information keyed into a computer file.

indigenous people: the original inhabitants of a country

mystery: 1 a secret; something that is hidden or unknown 2 a story about strange or secret events

P.S.: stands for "postscript," a note written at the end of a letter or other piece of writing

suspect: a person who is thought to have done something wrong

Suggested Responses

1. This story begins on page 17.
2. The setting is Tracy's office in the family garage.
3. The time of year is the first day of summer vacation.
4. The characters are Tracy and Angie.
5. Angie's problem is that her skateboard is missing.
6. She meant that Angie thought that David Stellino took the skateboard.
7. A suspect is a person who is thought to have done something wrong.
8. David had been home with the chicken pox for two days.
9. Clue #1 is a long brown scratch on the wall.
10. Clue #2 is grass. Clue #3 is dog hairs.
11. You should have written a solution to the mystery using the clues given so far.
You may have predicted that Prince stole the skateboard because of the grass and dog hair clues.
12. Prince, the dog

13. The skateboard is outside, buried in the daisies.
14. Prince buried it.
- 15.

Entry Number	What Did She Write?	Which 5W Question Does It Answer?
1	Stolen — Angie's Skateboard	What?
2	Suspect — David Stellino	Who?
3	Suspect home with chicken pox	What?
4	Clue #1 — Long brown scratch	What?
5	Clue #2 — Grass	What?
6	Skateboard missing after bath	When?
7	Clue #3 — Dog hairs	What?
8	Case solved. P.S. Be on lookout for dog riding skateboard.	Who?

16. **What** happened? Angie's skateboard went missing. There was a scratch on the wall, grass on the floor, and dog hair on the bed.

Where did it happen? in Angie's room

When was it done? while Angie was taking a bath

Who did it? Prince, the dog

Why did he do it? He wanted Angie to play with him more often.

17. retie retell rewrite

18. The prefix in each word is re.

19. to do again

20. derail deplane decode

21. The prefix is de.

22. express export exchange

23. The prefix is ex.

24. You should have written any three words that contain the prefixes ex, de, or re. You may have written words such as exchange, debug, and redo.

Phonics

Page 155

1. pay
2. read
3. frost
4. change
5. press
6. build
7. fill
8. rail
9. open
10. write
11. view
12. do
13. shrunk
14. part
15. wash
16. school
17. claim
18. tour
19. code
20. port
21. set
22. plane
23. teach
24. merit
25. wrap
26. claim
27. tie
28. crease

25. Traditionally, Inuit people made homes from snow or animal skins.
26. Traditionally, Iroquois people used canoes made from birchbark to travel.
27. You may have noticed that Australia is in the southern part of the world, that it is completely surrounded by water, or that it is the smallest continent.
28. Australia is close to the equator.
29. Most of Australia is hot.

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On Day 3 you read about a girl who liked being a detective. She used clues to solve a mystery. Today, you too will be a detective. You will look for clues that will tell more about the characters from “The Case of . . . the Missing Skateboard.”

You will also try to discover what life was like in the past for the Aborigines of Australia.

Ask the student to tell about a detective adventure he or she has had. Discuss the questions.

Getting Started

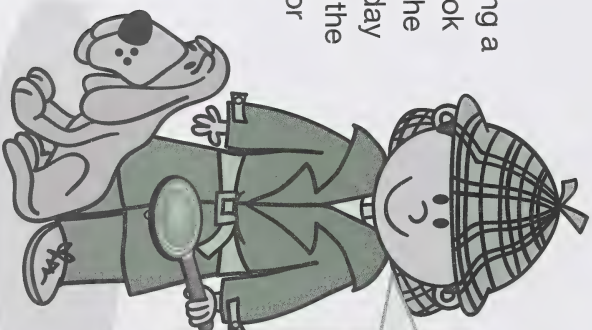
Have you ever had a detective adventure like Tracy's? Did you have to find a missing item or figure out who did something? What clues did you use? How did you find the answer? How was your adventure like Tracy's? How was it different? Do you think that you are good at looking at the clues and solving a problem? Discuss each of these questions with your home instructor.

A Good Detective

Being a good reader is like being a good detective. You need to look carefully at the clues and find the answers to your questions. Today you will reread the story about the missing skateboard and look for clues that tell you more about the characters.



Take out Super Senses!



I have used my dog to help me solve a mystery. My dog is a hound. He can smell very well. He helped me solve the mystery of the chirping baby bird in my backyard.

Find "The Case of . . . the Missing Skateboard."

You know that the actions of characters can give you clues about what they are thinking or feeling. Characters' actions can also give you clues about the type of people they are.

Reread the story. Think about the characters as you read.

1. Read the following list of words. Decide which words best describe each of the characters. Draw a line from each character to two words that best describe him or her.

Tracy

Prince

Angie

- jealous
- helpful
- clever
- organized
- playful
- athletic



Turn to the Suggested Responses on page 82 and ask your home instructor to help you check your work.

In your Assignment Booklet, you will tell more about the character clues you used.



Go to Assignment Booklet 7A. Do Assignment 3: Character Clues.

Assist the student with locating the Suggested Responses and checking the completed work.

Jealousy

You probably know what it feels like to be happy, sad, angry, or scared. Do you know what it is like to feel jealous?

Take out your dictionary. Find the word jealous in your dictionary.

2. Jealous means _____

There are several reasons that people feel jealous.

- People may feel jealous when they think that someone they love likes someone else more. For example, when parents bring home a new baby from the hospital, an older brother or sister may feel jealous of the new baby.
- People may feel jealous when they wish that they had something that another person has. For instance, when someone gets a new toy, his or her best friend may wish for that toy too.
- People may feel jealous when they guard or protect something or someone very carefully. An example is when an older sibling watches very carefully over a younger brother or sister when they are together.



Think of a time when you felt jealous. Tell what happened that made you feel jealous. Talk to your home instructor about these feelings.

Turn to the Suggested Responses on page 82 and ask your home instructor to help you check your work.

Spelling

Did you notice that each of your spelling words has a prefix? Read each spelling word. Write the prefix and then write what the word means. The first one is done for you.

- | | | |
|------------|----|-----------|
| 3. unhappy | un | not happy |
| mistrust | | |
| rewrite | | |
| displease | | |
| reuse | | |
| unsure | | |

Share some times when you felt jealous during this discussion. Discuss how you dealt with the feelings.

Assist the student with locating the Suggested Responses and checking the completed work

Prepare the cards as directed in the Home Instructor's Guide. The student will read each base word and will then read the whole word to you.

Phonics

You will have some fun working with prefixes in the next activity. Your home instructor has made some cards for you.

- Look at each card.
- Fold back the prefix and read the base word to your home instructor.
- Open up the prefix part and read the whole word to your home instructor.



Go to your Phonics book for more practice with prefixes. Do page 156.

Assist the student with locating the Suggested Responses and checking the completed work.

Turn to the Suggested Responses on page 83 and ask your home instructor to help you check your work.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

The Aborigines of Australia

On Day 3 you found out that one group of indigenous people of Australia are called Koori people or Aborigines. They have lived in Australia for thousands of years.

You also worked on a K-W-L chart to help you organize your information. Look at the three questions in the “What I Want to Know About Australian Aborigines” column on the K-W-L chart.

Now it's time to be a detective. Can you track down the answers to your questions? Read the following article. Use the headings to give you clues about where you might find the information you're looking for. Underline or highlight information that answers your questions.



Assist the student as needed with reading the article and selecting the information that answers the questions.

The Aborigines in the Past and the Present

In Australia there are many different groups of Aboriginal people, much like the many First Nations in Canada. Each Aboriginal group in Australia speaks a different language and has its own type of music and dance. In the past they traded with one another, married people from other groups, and celebrated special occasions together. Some groups lived near the ocean in the rainforests of Australia. Other groups lived in the dry desert regions.

Food

Traditionally, the Aboriginal people of Australia were very good at living off the land. They hunted animals and gathered plants, eggs, and honey for food.

The men hunted large animals, such as emus and kangaroos. Sometimes several hunters would stretch nets in the forest and drive kangaroos or emus into their trap. In this way, many animals could be caught at once. Spears, clubs, and **boomerangs** were used to hunt animals.



emu

boomerang: a curved, flat piece of wood used as a weapon by the native people of Australia
One kind of boomerang can be thrown so that it will return to the thrower if it misses its target.

The women gathered food and hunted small animals. They found vegetables, roots, herbs, fruits, and nuts that grew wild. They also looked for eggs, honey, shellfish, and snakes. Several different kinds of insects and insect grubs were also sources of food. The women were in charge of preparing the food. Some of the plants had to be prepared in special ways before they could be eaten.

Shelter

In the sunny, warm climate of Australia, there was little need for shelter. For much of the time, the people followed the food sources and camped outdoors. The groups that lived in the rainforest constructed some permanent camps. Shelters were built by making a framework of small trees. The frame was thatched with the large leaves of nearby plants.

Clothing

The warm climate also meant that the Aboriginal people did not need heavy clothing. Animal skins or plant fibre was used to make coverings worn around the waist. Faces and bodies were painted for ceremonies.



woven plant fibre

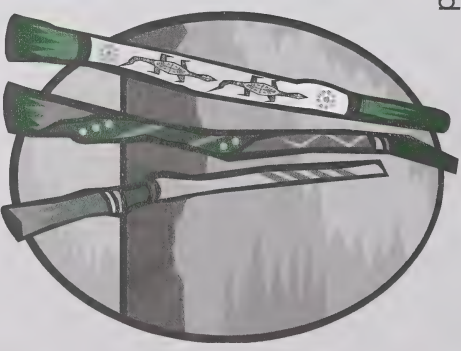
Music, Dance, and Art

Song and dance is still an important part of Aborigine celebrations. There are songs for every occasion.

A long, wooden flute called the **didgeridoo** is used in some Aboriginal music. The didgeridoo may be the world's oldest musical instrument. Many percussion instruments, such as skin drums, boomerang slapsticks, and sticks, are also used in the music.

Aborigine art often tells a story. Pictures and shapes may represent certain things. Ground mosaics were created in some parts of Australia. In the past, paintings were done on rock walls, animal skins, and bark. The paints were made from soil or plants.

Rock engraving was another art form done by the Aborigines. Elaborate designs were also carved on wooden boomerangs, shields, and didgeridoos.



didgeridoo: an Australian Aboriginal musical instrument consisting of a long, thick, wooden pipe that the player blows into, creating a deep, reverberating, humming sound

Answer to Question 1: _____

Answer to Question 2: _____

Answer to Question 3: _____

Did you find the answers to your questions? If not, you may need to do more research. Think about where you are likely to find answers to your questions. You may need to look in books, encyclopedias, or on the Internet.

When you have answered the questions, write the information in the last column of your K-W-L chart.

Help your student choose a likely source to answer any remaining questions. Refer to the Home Instructor's Guide for suggested non-fiction books and websites listed under Additional Resources.

Story Time

Enjoy the story that your home instructor reads to you.

Looking Back

Were you a good detective today? What story clues did you find that told you about the characters? Did you use headings and pictures as clues to help you find information about the Koori or Aborigine people of Australia?



Journal Entry

If your student is interested in learning more about Australian Aborigines, you may want to choose a book about Aborigine culture or Dreamtime legends.

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

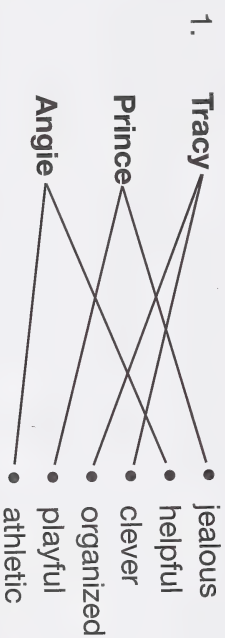
boomerang: a curved, flat piece of wood used as a weapon by the native people of Australia

One type of boomerang can be thrown so that it will return to the thrower if it misses its target.

didgeridoo: an Australian Aboriginal musical instrument consisting of a long, thick, wooden pipe that the player blows into, creating a deep, reverberating, humming sound

jealous: 1 afraid that someone you love may prefer someone else 2 envious; bitter towards someone because you wish you had what that person has

Suggested Responses



2. Jealous means being afraid that someone you love may prefer someone else, or feeling bitter toward someone because you wish you had what that person has.

- | | | |
|------------|-----|------------------------|
| 3. unhappy | un | not happy |
| mistrust | mis | not trusting |
| rewrite | re | write again |
| displease | dis | to annoy or not please |
| reuse | re | use again |
| unsure | un | not sure |

Phonics

Page 156

- | | | | |
|-----------|-----------|--------------|---------------|
| 1. paid | 5. take | 9. reread | 13. unwrapped |
| 2. tell | 6. claim | 10. unsure | 14. untie |
| 3. able | 7. active | 11. disliked | 15. improper |
| 4. honest | 8. part | 12. depart | |

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Day 5

Curiosity

In today's story you will meet a very curious girl. Curious people ask lots of questions and try to find things out. Are you curious about animals or nature? You may be curious about how people around the world live.

You will have the chance to find out about one group of indigenous people today.



Getting Started

What kinds of things are you most curious about? Do you like to find out how machines work? Are you interested in animals and how they grow? Are you curious about people from other places? Do you like discovering things about nature or about space? Tell your home instructor about the things that make you most curious.

1. Tell one thing that you are curious about.

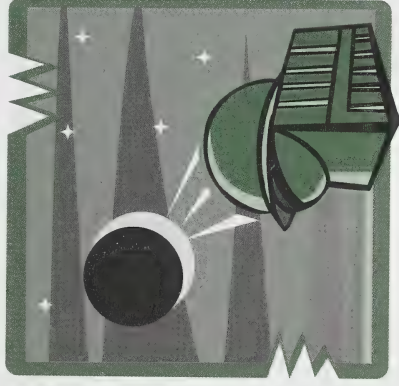
2. How could you find out more about this subject?

“The Best Thing I Never Saw”



Take out *Super Senses!*

Turn to the Contents pages. Find “The Best Thing I Never Saw.”



Discuss the type of things the student is curious about.

The student will make predictions based on the illustrations.

eclipse: a darkening of the sun or the moon

An eclipse of the sun happens when the moon passes between Earth and the sun. An eclipse of the moon happens when Earth passes between the sun and the moon, leaving the moon in shadow.

3. What kind of selection is it?

4. It begins on page _____.

Turn to that page.

Look at the picture on page 23. What do you think is happening in the picture? Who do you think the main characters will be? Tell your home instructor your ideas.

Read page 23.

5. A solar **eclipse** happens

- ☐ when the Earth turns
- ☐ when the sun goes down
- ☐ when the moon passes between the sun and Earth
- ☐ when the sun passes between the moon and Earth

6. The moon makes a _____ on the Earth when this happens.

Read page 24.

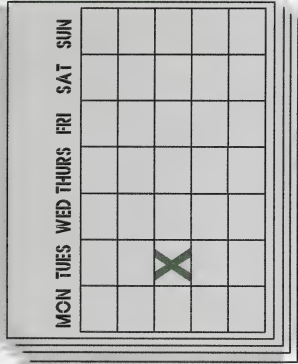
7. Some students keep a homework book to help them plan their time. What did Kikora do to plan ahead?

Finish reading the story.

8. How did Kikora feel when the clouds covered the sun?

9. Did Kikora see the eclipse? Explain what happened.

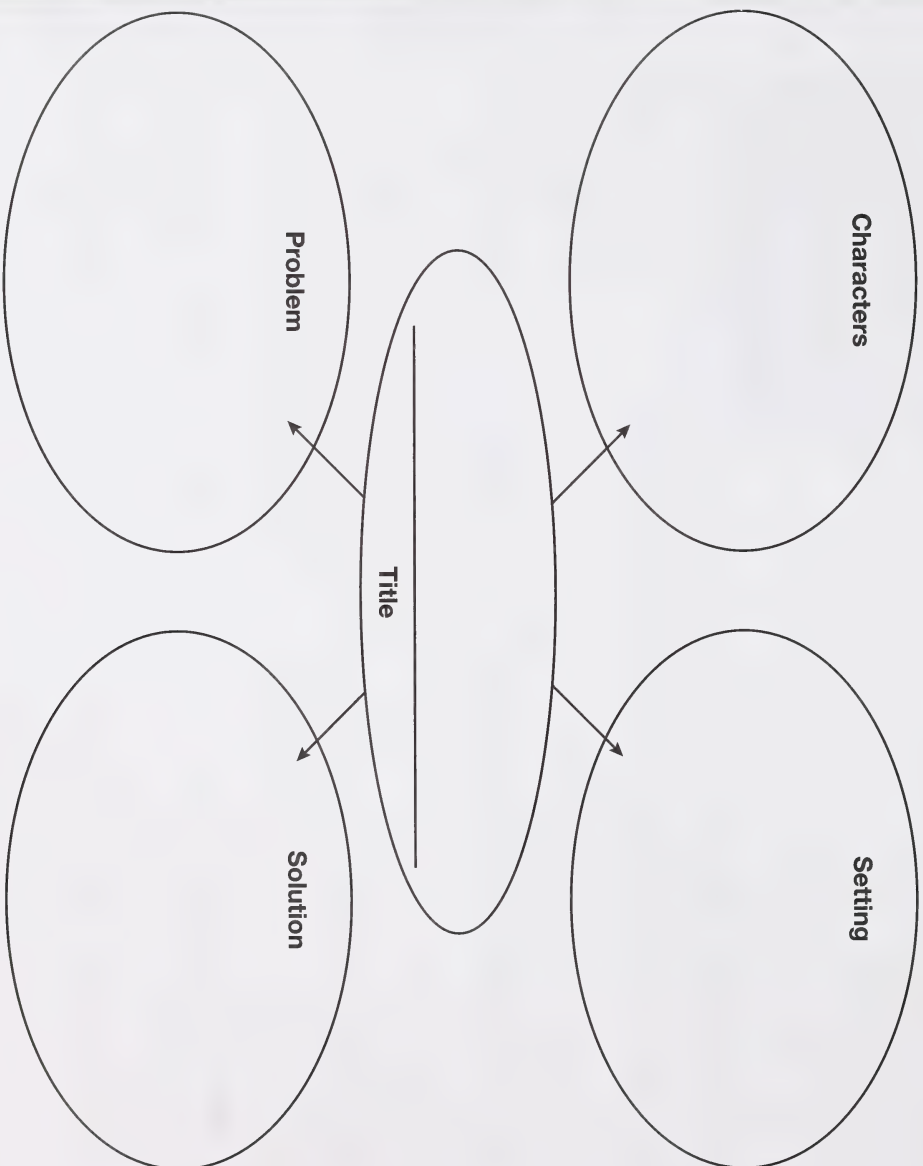
10. What were four **effects** of the eclipse?



If your student has forgotten about cause-and-effect relationships, spend some time discussing the events caused by the eclipse. The term *cause* was introduced in Module 1B, Day 11.

effect: a result; something that is caused by something else

11. Tell about the story by completing the following web.



Your Own Experiences

Stories may remind you about something similar that has happened in your life. After reading a story, it's fun to compare the character's experiences to your own experiences.



I've seen an eclipse of the moon. That's when the Earth passes between the sun and the moon, leaving the moon in shadow. It was amazing.

Kikora was disappointed that she couldn't see the eclipse, but she found out that the effects of the eclipse were very interesting.

12. Have you ever made plans to go somewhere or see something and then had to change those plans? Tell about a time that happened to you.

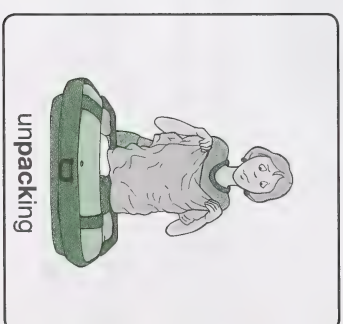
13. Did it turn out to be nearly as good as the original plan or were you very disappointed?

Assist the student with locating the Suggested Responses and checking the completed work.

Phonics

Sometimes a word has both a prefix and a word ending or suffix. You may meet words like that when you are reading. To figure out the word, look for the base word and say it to yourself. Then read the suffix and prefix to get the whole word.

You will work with the word cards that you used yesterday. Read the base word and then unfold the card to read the word with a prefix and word ending or suffix.



Prepare the cards as directed in the Home Instructor's Guide. The student will read each base word and then read the whole word to you.



Go to your Phonics book for more practice with prefixes and suffixes.
Turn to page 157.

Think carefully as you do page 157. Remember, sometimes the spelling of a base word changes when a suffix is added.

Turn to the Suggested Responses on page 99 and ask your home instructor to help you check your work.

Spelling and Handwriting



Take out your interlined notebook or interlined paper.

Look back to the spelling list on Day 2. You will make up a sentence for each spelling word and challenge word on your list.

Write the sentences in handwriting in your notebook or on your interlined paper. Look at your handwriting chart if you need to.

Underline each spelling word.

Show the sentences to your home instructor when you are finished.

Module 7A: Listen, Touch, Taste



Remind the student that an i may have to be changed back to a y, or a silent e that was removed when a suffix was added may have to be replaced.

Assist the student with locating the Suggested Responses and checking the completed work.

Check the spelling and the handwriting for correct letter formation, correct joins, and consistent slant.



Go to Grade Three
Mathematics.



Your home instructor will
tell you about today's
physical activity.

Silent Reading

If you are curious about solar eclipses, find a book or magazine article that can tell you more about them.

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



Indigenous Peoples

On Day 4 you learned about the indigenous people of Australia. Look at your K-W-L chart and the article you read in the Student Module Booklet.

14. Tell one way that the Australian Aborigines are like the Inuit people of Canada.

15. Tell one way that the Aborigines are different from the Inuit people of Canada.

Like the Inuit of Canada's Arctic, many Koori people in Australia now live in houses in town and shop in stores. Some work at jobs for money and no longer live the traditional lifestyle. Others have lives that combine old and new traditions. Many Aborigines keep their traditions, stories, and art alive.



Turn to the Suggested Responses on page 99 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

Are you curious to find out more about some of the indigenous peoples of the world? Today you will have a chance to research another group.

Choose one of the groups shown below or choose another group from outside of Canada that you are curious about.

Indigenous People of Hawaii



Kanaka Maoli (or Polynesian)

Indigenous People of the Southwestern United States



Dine (or Navajo)

After you have picked a group to study, go to the Appendix of this Student Module Booklet and remove the World Map and Research Notes pages.

Look for information about the group you chose. You may use books, an encyclopedia, or Internet sources. Use headings and pictures to help you find the information that you need. Find out what the group's life was like in the past. Find facts about their traditional homes, clothing, beliefs, art, music, stories, transportation, and food. Find information on at least five topics.

Help your student locate appropriate resources to research the group of indigenous people that has been chosen.

Write a few words or phrases on your Research Notes to help you remember the information. Use at least two different sources for your information. Write down the titles of the sources you used.



Use your atlas to help you find the country where the group you have chosen lives. Colour the country and label it with its name.



Put your Research Notes and World Map in your Writing Folder. You will use your notes on Day 6. You will use your World Map in Module 7B.

Story Time

Enjoy the story that your home instructor reads to you.

Module 7A: Listen, Touch, Taste

If possible, choose a story or legend from the indigenous people that your student researched today.

Looking Back

How can being curious help you learn? How did your research go? Were you able to find lots of information? What has helped you get better at finding and recording facts? What was most difficult when you did your research?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lesson.

Glossary

eclipse: a darkening of the sun or moon

An eclipse of the sun happens when the moon passes between Earth and the sun. An eclipse of the moon happens when Earth passes between the sun and the moon, leaving the moon in shadow.

effect: a result; something that is caused by something else

Suggested Responses

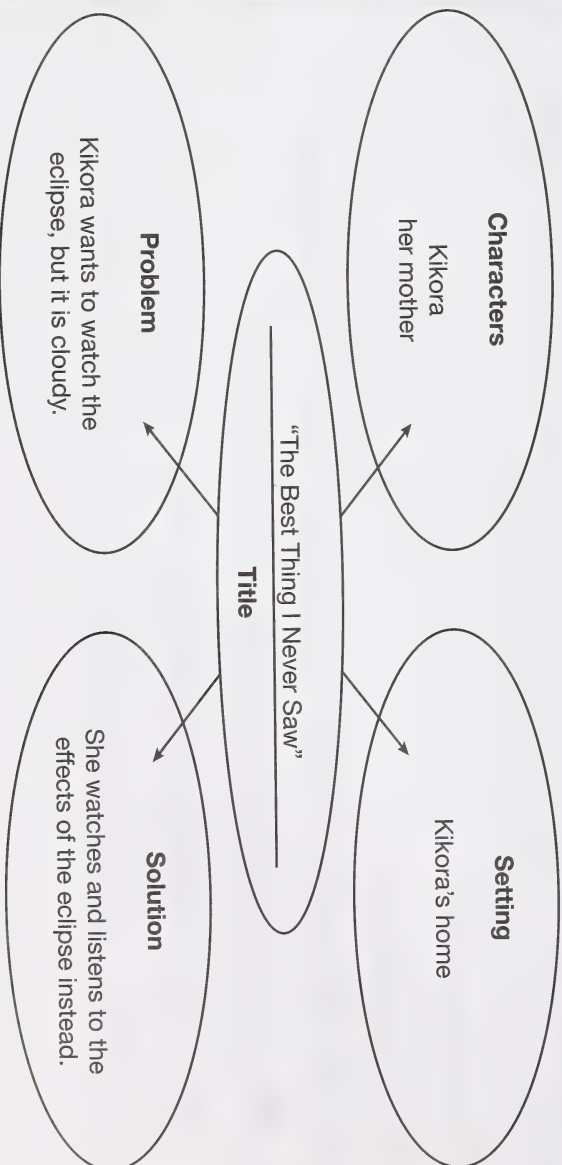
1. You should have named one topic that interests you.
2. You may have said that you could read books, ask someone, watch television shows or videos, or find information on the Internet.
3. It is a short story.
4. It begins on page 23.
5. A solar eclipse happens when the moon passes between the sun and Earth.
6. The moon makes a shadow on the Earth when this happens.
7. She marked the date with an X on the calendar.
8. Kikora felt unhappy and disappointed.

9. No, it was too cloudy to see the eclipse. She did see and hear the effects of the eclipse.

10. You may have written any four of the following effects of the eclipse:

- The sky got dark.
- The birds stopped singing and flying.
- All the insects except the cricket stopped buzzing.
- An owl hooted.
- People turned on house lights and car headlights.
- The street lights came on.

11. You should have added the following information to the web:



12. Answers will vary depending on your experiences. You should have told about a time when you had to change plans. Perhaps there was a time when you were sick and had to miss a birthday party or some other event.
13. Answers will vary depending on your experiences. You should have told if the change in plans worked out or if it caused disappointment. You may have been disappointed about missing the party.

Phonics

Page 157

1. re	build	ing	9. un	pack	ing
2. pre	pay	ing	10. ex	claim	ing
3. un	kind	ly	11. de	rail	ed
4. un	comfort	able	12. re	paint	ing
5. un	happy	ness	13. re	cycle	ing
6. in	correct	ly	14. im	move	able
7. mis	behave	ing	15. de	frost	ing
8. dis	please	ing			

14. You may have said that both groups hunted and gathered food, both groups used drums for music, or both groups had some way of travelling on water.
15. You may have said that because the climate was different in the two places, the types of food, clothing, and shelter were different. The artwork was also quite different.

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Your senses tell you what is happening in the world around you. Good writers use words that tell what is happening in the character's world. These words tell how things look, smell, taste, feel, and sound.

In today's reading activity, you will think about the sights, sounds, smells, and feelings that Kikora experienced during the eclipse. You will have a chance to brainstorm words and phrases that tell about how things look, smell, feel, sound, and taste. You will be able to use these words later when you write stories.

You will also work on your report about one group of indigenous people. Are you ready to begin?



Discuss the responses for questions 1 to 5 with your student.

Getting Started

Use your senses right now. Think about what is happening around you.

1. Tell about one thing you can see right now. What colour is it? What size is it? What shape is it?

2. Tell about one thing you can hear right now. Is it loud or quiet? Is it high-pitched or low-pitched? Does it sound like something else you know?

3. Tell about one thing you can touch right now. Is it smooth or rough? Is it sharp? Is it hot or cold? Is it heavy or light?

4. Tell about one thing you can smell. Does it smell delicious? Does it smell nice or unpleasant? Does it smell like something else you know?



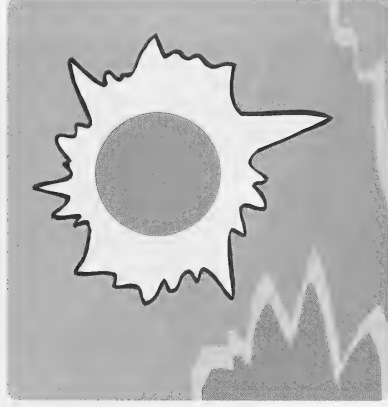
5. Tell about one thing you tasted today. Was it sour, sweet, or salty? Did it crunch when you chewed it?
-

Have you used all of your senses so far today?

“The Best Thing I Never Saw”

Do you remember reading “Morning on the Lake”? The author of that story used words and phrases to help you imagine what it was like early one morning on a lake in the wilderness.

The author of “The Best Thing I Never Saw” helps you imagine the sights, sounds, and feelings of an eclipse. Today you are going to take a closer look at the words that tell you about Kikora’s experience.



Take out *Super Senses!*

Turn to page 25. Read each paragraph carefully. Also read pages 26 and 27. Look for words and phrases that tell about sounds, sights, smells, tastes, or things that can be felt with your skin.

Module 7A: Listen, Touch, Taste

6. Make a list of the words and phrases that you find. Put them in the correct row on the following chart.

Sights	
Sounds	
Smells	
Tastes	
"Touch" or "Feel" (Things Felt with the Skin)	

7. Which column has the most words and phrases?

8. Which column has the fewest words? Why is that?

9. If the story were about Kikora and her family eating a special holiday meal, which column would probably have the most words?

Turn to the Suggested Responses on pages 112 and 113, and ask your home instructor to help you check your work.

Your List of Sensory Words

You have learned how important it is for a writer to choose words that give the reader a clear picture. Over the next few days, you will brainstorm and collect **sensory words**—words that describe how things, look, sound, taste, smell, and feel on your skin.

Your home instructor has made a chart for you. Think of as many words and phrases as you can for each row. Look back at questions 1 to 5 for ideas.

Assist the student with locating the Suggested Responses and checking the completed work.

sensory words: words that describe how things look, sound, smell, taste, and feel

Refer to the Home Instructor's Guide for information about the chart.

I found some words to go in the **Tastes** column: sour as a pickle and spicy hot.



Put your chart on the wall in your learning area. When you read or discuss things, be on the lookout for words that could go on your chart. Add new sensory words any time you find them. How many words do you think you can gather by the end of Module 7?

Spelling

It's time to practise your spelling words. Look back to the list of words you wrote in your Day 2 spelling activity.

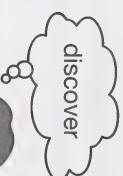
Use the look, cover, spell, and check method to practise the spelling words. Practise the challenge words too.

Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

Spell: Try to write the word.

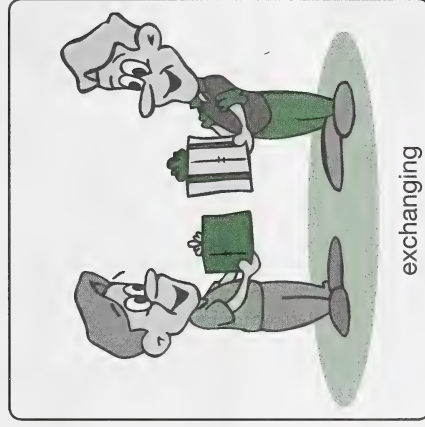
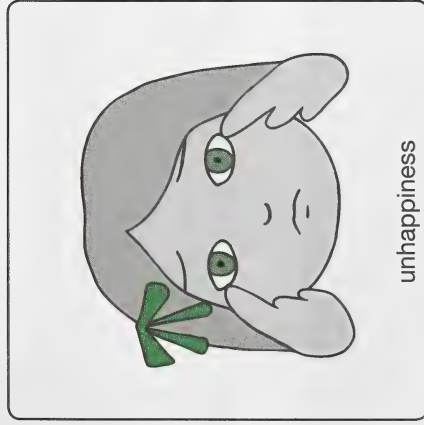
Check: See if you got it right or where you went wrong.



Phonics

On Day 5 you worked with words that have both prefixes and word endings or suffixes. Did you remember that base words are sometimes changed when a suffix or ending is added?

Read the following words.



10. How was the base word happy changed to make unhappiness?

11. How was the base word change changed to make exchanging?

12. Write the base word for each word. Be careful, some base words were changed!

rewriting _____ unsafely _____

prettiness _____ replaced _____

unkindly _____ untied _____



Go to your Phonics book for more practice with prefixes and suffixes. Turn to page 158. Read the instructions carefully. There are three tasks to do in each question.

Turn to the Suggested Responses on page 113 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Write a Report



Find your Research Notes from Day 5.

You will use the information in your Research Notes to write a report about the group of indigenous people that you chose. You will create a title page as well.



If you like, you can use a computer to write your report and to make your title page.

Follow these directions to make your title page:

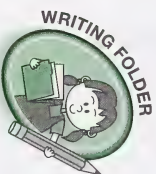
- Write the name of the group of indigenous people that you researched. You can use fancy letters if you like.
- Draw a picture of some of the members of the group, possibly doing a traditional activity. Or you could draw a picture of a traditional home.

When you write your report, write a heading for the topic from your Research Notes. You will need headings only for the topics you found information about. For example, if you did not find out anything about the dances or music of the group, you will not need to use that heading. Remember, you need information on at least five topics.

Under the heading, change your words and phrases into sentences to tell about the topic. Here's an example:

Traditional Homes

The Navajo people lived in round homes made from clay and wood. The homes were called hogans. Some families live in hogans today.



Put your Research Notes and your report in your Writing Folder. You will edit and rewrite your report on Day 7.

Story Time

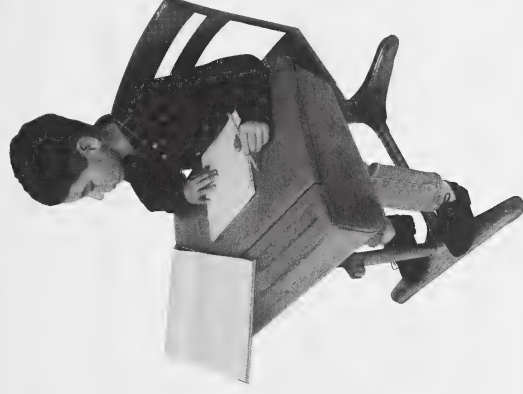
Enjoy the story that your home instructor reads to you.

Looking Back

You thought of sensory words earlier today. Did you remember to use some of those words in your report? Sensory words can help you write reports, tell about experiments and tests, and write fiction stories.

What did you enjoy doing today? What did you find most difficult?

Journal Entry



The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

sensory words: words that describe how things look, sound, taste, smell, and feel

Suggested Responses

1. to 5. Answers will vary depending upon your surroundings. You should have told about one thing that can be heard, seen, touched, and smelled in your home. You should also have told about one thing that you tasted today. The items should be accurately described using appropriate words.

6. Your chart should include some of the following words and phrases:

- **Sights:** clouds hung overhead; cloudy day; yellow butterfly flitted; red cardinal; a hawk flew over the woods; sky darkened; like a thunderstorm with no thunder; dark as night; headlights shining; windows lit up; sky lightened; lighter and lighter; mother's petunias
- **Sounds:** leaves stirring; insects buzzed; crickets chirped; cardinal sang clear notes; birds sang; chirped louder than ever; owl hooted; hear her own breathing; chirping grew softer; sang his song
- **Smells:** none
- **Tastes:** none
- **"Touch" or "Feel" (Things Felt with the Skin):** damp air; light breeze; shivered

7. The Sights column has the most words and phrases.
8. The Tastes and Smells columns have no words, because an eclipse doesn't involve eating anything and the smells probably didn't change with the eclipse.
9. The Tastes or Smells column would likely have the most words.
10. The prefix un was added to the beginning of the word. The y was changed to i and the suffix ness was added to the end of the word.
11. The prefix ex was added to the beginning of the word. The e was dropped and the ending ing was added to the end of the word.

- | | | | |
|----------------------|--------|-----------------|-------|
| 12. rewriting | write | unsafely | safe |
| prettiness | pretty | replaced | place |
| unkindly | kind | untied | tie |

Phonics

Page 158

- | | |
|---------------------|------------------|
| 1. care <u>less</u> | <u>helpful</u> |
| 2. <u>dis</u> like | <u>reuse</u> |
| 3. kind <u>ly</u> | <u>unclaimed</u> |
| 4. <u>waste</u> ful | <u>refilled</u> |
| 5. neat <u>ly</u> | <u>unwisely</u> |

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In Module 6 you learned many things about your ears and your sense of hearing. What do you know about your eyes and the sense of sight?

Today you will read a report that a student wrote about eyes.

Did you finish writing your report about one group of indigenous people? You will edit, rewrite, and draw illustrations for the report today.



The student will tell you what he or she knows about eyes and the sense of sight.

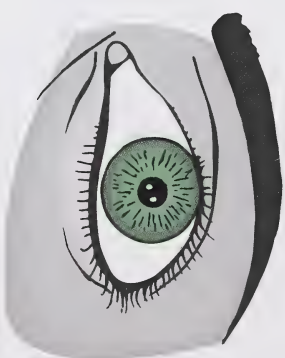
Getting Started

What do you know about the sense of sight? How do your eyes work? Why do some people wear glasses? Tell your home instructor what you know.

The Sense of Sight



Take out *Super Senses!*



Turn to the Contents pages. Find “Sight with Our Eyes.”

1. How do you know that this report was written by a student?

Turn to page 28 and read the report.

2. Kellie says that _____ is the most important sense.
3. What is the pupil of your eye?

4. What happens to the pupil if the light is very bright?

5. What happens to the pupil if the light is very dim?

6. How do you think Kellie found out these facts?

7. Do you agree with Kellie that touch is the most important sense and sight is the second most important? Explain why you agree or disagree.

Read the information in the speech balloon.

8. Why does Kellie like writing?



Ask the student to name the parts of the eye that he or she knows.

iris: the coloured part around the pupil of your eye

pupil: the opening that looks like a black spot in the centre of the iris of the eye
The pupil is the only place where light can enter the eye.

Did you ever write something down to “get it out of your head”?

9. Can you name another way to “get your ideas out of your head”?

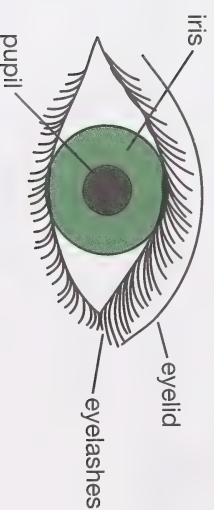
Your Eye

Look at your eyes in a mirror. Do you know the names for the parts of your eye? Can you find your eyelid, your eyelashes, your iris, and your pupil?

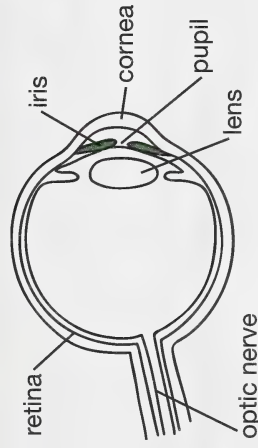
10. Why do you blink?

11. Why are tears important?

The **iris** is the coloured part of your eye. The **pupil** is the opening in the centre of the iris. It controls the amount of light that goes into your eye. Your eyelids and eyelashes help protect your eye.



There are other important parts to your eye. The following diagram shows you what your whole eye looks like.



The **cornea** is the clear, dome-shaped covering on the front of your eye. The **lens** focuses the light onto the back of your eye. The **retina** changes the light rays into impulses that are sent to your brain by the **optic nerve**.

12. Do you think Kellie did a good job of explaining how your eye sees?

Explain why.

cornea: the transparent outside coating on the front of the eyeball
The cornea covers the iris and the pupil.

lens: the part of the eye that directs light rays onto the retina

retina: the layer of cells at the back of your eyeball
It is sensitive to light and receives the image of whatever you look at.

optic nerve: the nerve that carries impulses from the eye to the brain

Turn to the Suggested Responses on pages 127 to 129, and ask your home instructor to help you check your work.

If your student would like to know more about the parts or the function of the eye, try one of the websites listed in the Additional Resources in the Home Instructor's Guide.

Phonics

Separating words into syllables can help you when you read. A word that looks long and difficult may just have a prefix and a suffix. Read the base word and then add on the prefix and suffix.

When you are dividing a word into syllables, remember that every syllable has one vowel sound. Sometimes two or more vowels work together to make one vowel sound. Prefixes are always a syllable. A suffix is a syllable if it contains a vowel.

For example, *unwisely* is divided like this: **un-wise-ly**.

Look at the cards that your home instructor has prepared. Cut each card apart to show the syllables.

13. Use the word parts to create some new words. Make at least five new words from the word parts. Write them below.



Go to your Phonics book to practise dividing words into syllables. Turn to page 159. Use a hyphen to divide each word into syllables. Read each word on page 159 to your home instructor.

Turn to the Suggested Responses on page 129 and ask your home instructor to help you check your work.

Prepare the cards as instructed in the Home Instructor's Guide.

The student will read the words on page 159 aloud to you.

Assist the student with locating the Suggested Responses and checking the completed work.

Handwriting and Spelling



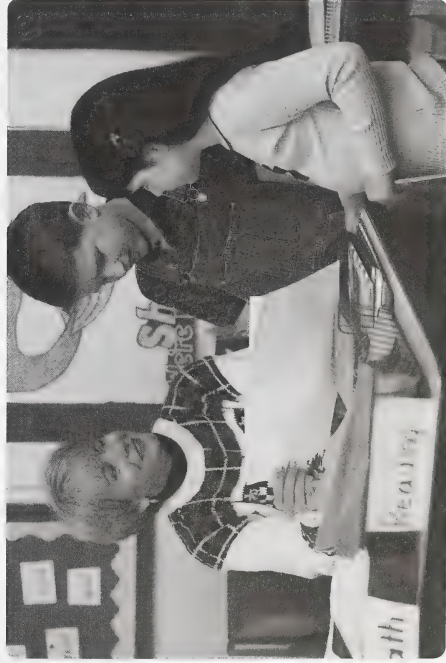
Take out your interlined paper or your interlined notebook.

Write each spelling word three times in handwriting.

unhappy	discover	rewrite	displease
reuse	mistrust	unsure	incorrect

Also write your challenge words three times in handwriting.

When you are finished, show your home instructor.



Check the words for spelling and the handwriting for correct letter formation, correct joins, and consistent slant.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Edit and Rewrite Your Report

Over the last two days you have gathered information about a group of indigenous people and used it to write a report. Now it is time to edit your report. After you edit, you will rewrite your report. If you did the report on a computer, you will print it. Then you will draw illustrations for each topic.

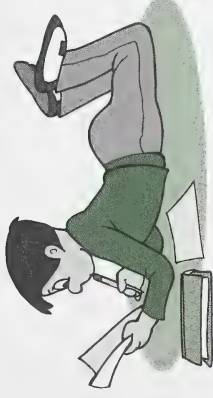


Take out your Research Notes and your report.

Read through your report. Check for the following things:

- Do my ideas make sense?
- Have I found information for at least five of the topics on my Research Notes page?
- Did I use headings to help organize the information?
- Is each sentence a complete sentence?
- Did I use correct spelling and punctuation?

Make any changes that are necessary. It is a good idea to use a different colour of pen or pencil when you make changes.



It is easy to edit and change sentences if you use a computer. Ask your home instructor to show you how to use the edit menu to move sentences.

When you have finished editing the report, you are ready to rewrite it or print it.

Demonstrate how to cut and paste sentences.

Demonstrate how to make the letters bold or coloured and how to change the font and size of the letters.

bold: letters that stand out because they are dark with heavy lines

font: a set of letters or numbers designed in the same style of type

Use a different page for each topic. Write your heading at the top of the page.

If you wrote the report on a computer, ask your home instructor to show you how to make the letters **bold** and how to use different **fonts**. Use the printer to print the report.

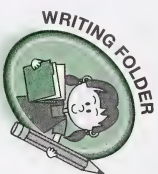
Write your information under the heading. Add a drawing that shows more information about the topic. Colour your drawing too.

At the end of your report, make a page titled Resources I Used. Write down the titles of the resources you used.

Don't forget to proofread each page after you have written it or printed it. Correct any errors you find.

Traditional Homes

The Navajo people lived in round homes made from clay and wood. The homes were called hogans. Some Navajo families live in hogans today.



Put the report into your Writing Folder. On Day 9 you will send it, along with the title page, to your teacher.

Think About Your Report

You have had many chances to write reports over the last few months. Think about the report you just finished. Did you find enough information? Do you think your report is clear? You will answer these questions in your Assignment Booklet.



Go to Assignment Booklet 7A. Do Assignment 4: Thinking About Your Report.

Story Time

Enjoy the story that your home instructor reads to you.

Module 7A: Listen, Touch, Taste

Looking Back

You learned some facts about the sense of sight and you finished a report today. What skills do you still need to work on when you write reports? What skills are you getting really good at?



I'm getting better at writing sentences. Sometimes it's hard using my research notes to make interesting sentences.

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

bold: letters that stand out because they are dark with heavy lines

cornea: the transparent outside coating on the front of the eyeball
The cornea covers the iris and the pupil.

font: a set of letters or numbers designed in the same style of type

iris: the coloured part around the pupil of your eye

lens: the part of the eye that directs light rays onto the retina

optic nerve: the nerve that carries impulses from the eye to the brain

pupil: the opening that looks like a black spot in the centre of the iris of the eye
The pupil is the only place where light can enter the eye.

retina: the layer of cells at the back of the eyeball
It is sensitive to light and receives the images of whatever you look at.

Suggested Responses

1. The pencil and mouse icon appears in front of the selection title.
2. Kellie says that touch is the most important sense.

3. The pupil is a hole in your eye.
4. It gets smaller.
5. It gets bigger.
6. She probably researched by reading a book, looking on the Internet, or by asking someone.
7. You should have explained why you agree or disagree with Kellie's statement that touch is the most important sense and sight is the second most important.

If you agreed with Kellie, you may have said it was because touch is the sense that covers your entire body and can give you information all around you. Your fingertips are extra sensitive to tell you about how things feel. Your skin is the largest organ in your body.

If you disagreed with Kellie, you may have said that sight is the most important because we gather so much information about the colour, size, and shape of things in the world with our eyes.

8. She likes to put ideas down to get them out of her head.
9. You can get ideas out of your head by talking about the ideas with someone or possibly recording the ideas on a tape recorder.
10. You blink to keep your eyes moist and clean and to coat your eyes with a thin layer of tears.

11. Tears keep the outer covering of your eyes clean and moist.
12. You could have answered yes or no since you are stating an opinion. You may have said that she should have given more information or that a diagram would have helped the reader understand the pupil better.
13. There are many possible combinations. Some possible combinations are dislike, liked, liking, counting, recount, discount, exported, unkind, unlike, report, pleased, pleasing, wisest, kindly, unkindly, kinder, kindest, colder, coldly, sweetness, sweetest, sweetly, fairer, fairest, fairly, unfairly, painting.

Phonics

Page 159

- | | | | |
|--------------|-------------------|-----------------|------------------|
| 1. re-write | 9. soft-est | 17. dis-please | 25. un-wise-ly |
| 2. move-ment | 10. in-side | 18. pre-mix | 26. re-turn-ing |
| 3. un-tie | 11. un-safe-ly | 19. a-maze-ment | 27. im-prove |
| 4. dis-like | 12. re-paint-ed | 20. sleep-less | 28. re-tell-ing |
| 5. un-paid | 13. dis-taste-ful | 21. box-es | 29. re-plant-ed |
| 6. play-ing | 14. un-hand-y | 22. damp-ness | 30. un-kind-ly |
| 7. spoon-ful | 15. mis-trust | 23. rest-ed | 31. ex-cite-ment |
| 8. cold-er | 16. re-new | 24. fly-ing | 32. de-part-ing |

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You learned about some of the inventions that help people hear more clearly or that help people who are deaf. Today you will read about an invention that helps people who are blind. You will think about other inventions that help people see.

In another activity today you will learn about how to protect your eyes from injuries. Turn the page and see what's in store for you!

Getting Started

You learned that some people lose their hearing through injuries or diseases. Some people are unable to hear when they are born. The same thing can happen with the sense of sight. People may become blind through injuries or diseases. Some people are born with poor eyesight or no eyesight. Discuss what was most difficult.

Be sure that the student understands that because blind people are accustomed to moving and doing things without being able to see, they can usually do them very well.

device: a tool or machine



What would it be like to be blind? Ask your home instructor to tie a scarf or cloth around your eyes. Try moving through your home. Try to eat or drink. Try to write. What did you find most difficult?

People who are blind must rely on their sense of touch and sense of hearing to move around safely. There are also some **devices** and animals that help them.

1. Can you name some things that help people who are blind?

Did you know that there is a special type of writing for blind people? This writing is called **Braille**. The letters are written in a special code of raised dots. People can feel these dots with their fingers and read the words. Special typewriters and computers can be used to help blind people write in Braille or in regular print.

“Louis Braille’s Invention”



Take out Super Senses!



Braille: a system of writing and printing for blind people. The letters in Braille are made of raised dots that you read by feeling them with your fingertips.

Turn to the Contents pages. Find “Louis Braille’s Invention.”

2. A student named _____ wrote this story.

Kelsey learned some facts about the invention of Braille and turned them into a story. Read the story.

Kelsey wrote the story from the point of view of a girl from Paris.

3. The character’s name is _____.
4. She lives in _____.

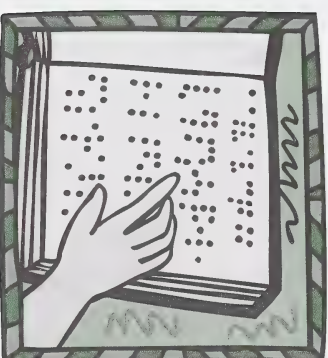
5. Louis Braille is her _____.

6. The story explains that Louis Braille invented a system of _____ that allows blind students to read and write.

Reread the report "Sight with Our Eyes."

7. Compare "Sight with Our Eyes" and "Louis Braille's Invention." Which selection did you like better? Explain why.

Assist the student with locating the Suggested Responses and checking the completed work.



Turn to the Suggested Responses on pages 147 and 148, and ask your home instructor to help you check your work.

Spelling

Today you will review the spelling words for the last time. On Day 9 you will write your spelling test.

Look back to the list on Day 2. Choose **one** of the following activities. Practise your spelling words and challenge words.

- Write the words in alphabetical order in handwriting.
- Find each word in the dictionary, write the word, and write one meaning for the word.
- Spell each word using sign language. Look back to Day 16 of Module 6. Practise spelling the word and then show your home instructor.

- Look for prefixes in each word. Write the prefix in red. Write the base word in blue.

- Spell each word with scrabble letters, pasta letters, or magnetic letters. Show your home instructor.



When the student has chosen an activity and completed it, check for spelling accuracy. If the student is still having difficulty with the word, assign more practice activities.

See the Home Instructor's Guide for instructions.

Phonics

Your home instructor will say each of the spelling words aloud. Think about how many vowel sounds you hear.

8. Write down the number of syllables you hear as your home instructor says each word.

a. _____ e. _____

b. _____ f. _____

c. _____ g. _____

d. _____ h. _____

Turn to the Suggested Responses on page 148 and ask your home instructor to help you check your work.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

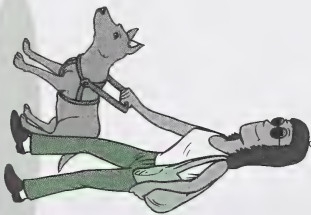
Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



More About Inventions

Earlier today you named some things that help blind people read, write, work, live, and go to school. Look at the pictures and explain how each of the things help blind people in their daily lives.

9.



guide dog

10.



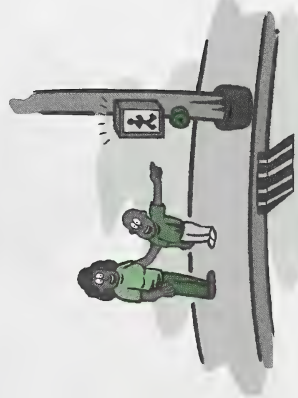
white cane

11.



Braille

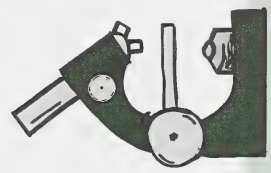
12.



crosswalk with sounds

There are also many inventions that help people who do not have good eyesight. Do you wear glasses or contact lenses? These devices help people see more clearly.

Things like magnifying glasses and microscopes make things look larger.



13. What do the following two devices do?



telescope



binoculars

Protect Your Sight

Earlier today you had a chance to experiment with what it might be like to be blind. You probably learned how important your sight is to you. How much do you know about protecting your sight?

14. Read each statement. Write true or false.

- _____ a. Wearing sunglasses can protect your eyes from harmful light.



- _____ b. Lawnmowers and leaf blowers can be dangerous to your eyes.
- _____ c. It is not necessary to wear safety goggles if you have glasses.
- _____ d. When you carry pointed objects, you should run carefully.
- _____ e. Darts is a safe game for small children.
- _____ f. When you mix chemicals, you should wear safety goggles.

You found out that earplugs and ear protectors can help you protect your hearing. Safety glasses and safety goggles can protect your sight in much the same way.

Flying objects are very dangerous to your eyes. Rocks, slivers of wood, balls, bits of metal, or firecracker sparks can cause serious damage to your eyes.

Garden chemicals and household cleaners can also damage your eyes. Safety goggles can protect your eyes from these dangers. You should wear safety goggles when you are mowing lawns, hammering nails, breaking rocks, or pouring dangerous liquids.



You can also protect your eyes by wearing sunglasses or a hat on sunny days. Some rays from the sun can be bad for your eyes.

15. If you are having trouble seeing clearly, you should _____

Assist the student with locating the Suggested Responses and checking the completed work.

Turn to the Suggested Responses on pages 148 and 149, and ask your home instructor to help you check your work.

Another Way to Look at Things

You looked at the world through the eye of a camera and experimented with cropping pictures. Today you will look at shapes in a different way.

Hold your hand up in front of you. Spread your fingers apart. Now look at the space between your fingers. Notice the shape of the spaces.

16. The space between my fingers is shaped like a

triangle rectangle circle

Look at the legs of a chair. Then look at the space between the legs of a chair.

17. The space between the legs of a chair is shaped like a

triangle rectangle circle

Find a fork. Hold it up. Look at the tines of the fork. Now look at the space between the tines. Notice the shape of the spaces.

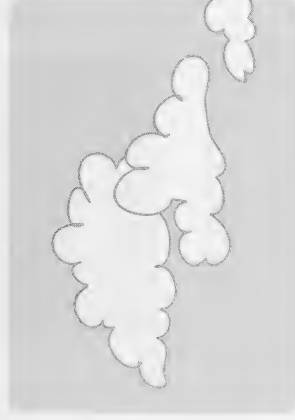
The space between your fingers, between the legs of a chair, and between the tines of a fork is called **negative space**.

When you are drawing, the negative space is the space around the object that you are trying to show. Sometimes you draw an object and colour or paint it. The white space that is left on the page makes the negative space.

You can also show an object by shading in the negative space.

Go outdoors and look at the clouds in the sky. Now try to make a drawing of the clouds by shading in the sky with a blue pencil crayon and leaving the clouds white.

You just made a drawing using negative space!



Turn to the Suggested Responses on page 149 and ask your home instructor to help you check your work.

Try the following project to see another example of negative space.



Take out a sheet of coloured construction paper and a sheet of white paper. You will also need scissors, glue, yarn, and a paper punch.

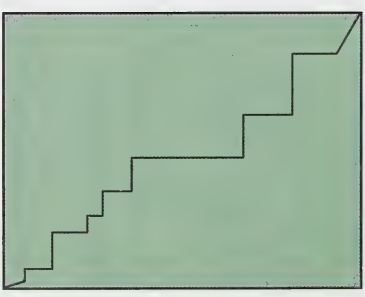
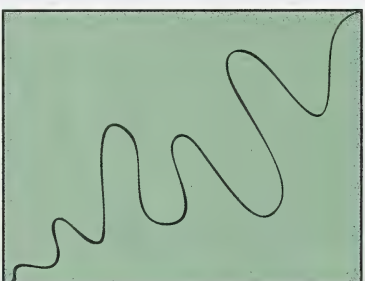
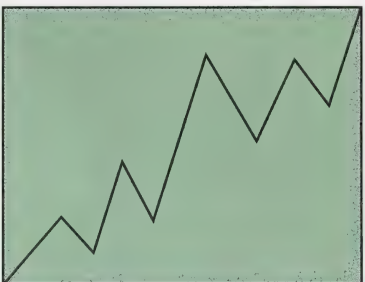
Module 7A: Listen, Touch, Taste

negative space: the space around an object, especially in a drawing, painting, or photograph

Assist the student with locating the Suggested Responses and checking the completed work.

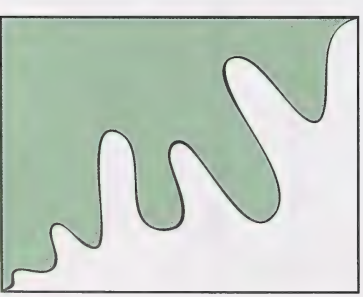
Follow these steps:

- Draw a line from the top left corner of the construction paper to the bottom right corner. You can make the line zigzagged, curved, or rectangular.

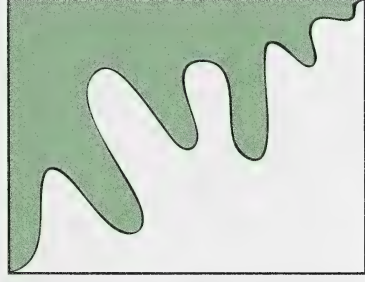


- Cut the construction paper along the line you drew.

- Place the cut piece of construction paper on top of the white paper. Match the edges. Glue the construction paper on the white sheet of paper.



- Glue the other piece of construction paper on the other side of the white paper.



- Punch a hole in the top and use some yarn to hang your design from the ceiling. It will turn so that you can see both designs.

The white part of your design is the negative space.

Story Time

Enjoy the story that your home instructor reads to you.

Looking Back

You learned about some inventions that help people see better, see farther, or see smaller things. Which invention do you think changed the world the most? Which invention do you use most often?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

Braille: a system of writing and printing for blind people

The letters in Braille are made of raised dots that you read by feeling them with your fingertips.

device: a tool or machine

negative space: the space around an object, especially in a drawing, painting, or photograph

Suggested Responses

1. You may have included devices such as canes, Braille books, guide dogs, special glasses, crosswalks with sounds, elevators with voices or with Braille to tell the floor number, or talking books (audiotaped books, magazines, and newspapers).
2. A student named Kelsey Ireland wrote this story.
3. The character's name is Mannette.
4. She lives in a small shack in Paris.
5. Louis Braille is her neighbour.
6. The story explains that Louis Braille invented a system of raised dots that allows blind students to read and write.

Module 7A: Listen, Touch, Taste

7. You are expressing an opinion, so answers will vary. You should have included a reason why you prefer one selection over the other. For example, you may have preferred "Sight with Our Eyes" because it gives information about how the pupil of the eye works; or, you may have preferred "Louis Braille's Invention" because it tells a story to give the information.

- | | |
|---------------------|--------------------|
| 8. a. 3 (un-hap-py) | e. 2 (re-use) |
| b. 3 (dis-cov-er) | f. 2 (mis-trust) |
| c. 2 (re-write) | g. 2 (un-sure) |
| d. 2 (dis-please) | h. 3 (in-cor-rect) |

9. A guide dog can help guide a blind person from place to place and warn him or her of dangers.

10. The cane helps the person detect things that may be in front of him or her, including steps and curbs. A white cane alerts others that the person is blind and may require special consideration.

11. Braille is a way of reading small, raised dots using the sense of touch.

12. Crosswalks with sounds tell the person when it is safe to walk across the street.

13. The telescope allows people to see things that are very far away. It is used to look at stars and planets. Binoculars also let you see things that are far away. They are often used to look at birds, scenery, and animals that are hard to see clearly with your eyes alone.

14. a. true
b. true
c. false—You still need safety goggles.
d. false—You should not run at all when carrying pointed objects.
e. false—The sharp darts can be dangerous for small children.
f. true
15. If you are having trouble seeing clearly, you should visit a doctor or an optometrist, a person who examines eyes and recommends the kind of glasses or contact lenses needed.
16. The space between my fingers is shaped like a triangle.
17. The space between the legs of a chair is shaped like a rectangle.

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Day 9

Touch It!

In today's activities you will discover more about the sense of touch. You will think about your sense of touch and find out about some special ways that animals use this sense.

You will also do some experiments and have some fun exploring how things feel.



Getting Started

Kellie Towriss, the student author of "Sight with Our Eyes," thought that touch was the most important sense. Why is the sense of touch important? What does the sense of touch tell you about the world? Discuss these questions with your home instructor.



Do you remember the chart of sensory words that you began on Day 6? Your home instructor will help you add some words and phrases about the sense of touch today.

Think about some words that tell you about how things feel. Think of words that tell about the texture of things and the temperature of things. Think about words that tell about how pain feels. Tell the words and phrases to your home instructor.

Discuss why the sense of touch is important. Be sure your student understands that the sense of touch not only tells you the texture and temperature of objects, but warns you of danger through pain sensations.

As the student brainstorms words that describe how things feel, write the words on the chart you began on Day 6.

“What a Feeling!”



Take out *Super Senses!*

Turn to page 68. Look quickly through pages 68 to 71. Make some predictions.

1. What type of selection do you think this is?

a fiction story a poem a photo essay

2. Which things give you clues about what kind of selection it is?

- ☐ photographs
- ☐ headings
- ☐ labels on the photographs
- ☐ all of the above

Flip back to the Contents page. Find “What a Feeling!” Was your prediction correct?

Go back to page 68. Read the headings and look at the photographs.

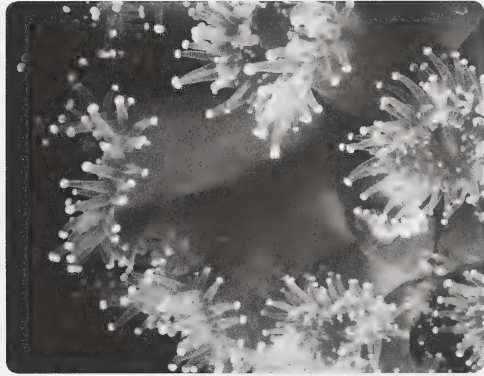
3. What animals do you think you will learn about in this selection?

You learned how an animal's sense of hearing is different from your hearing. You discovered how the sense of hearing helps animals survive. Do you think an animal's sense of touch is the same as yours?

Read the introduction on page 68.

4. All animals have a sense of _____.
5. Some animals have developed special _____.

As you read today, think about the main ideas in each heading and the supporting ideas for each heading. You will make an outline for each main idea by writing three supporting ideas that can be found in that section of the photo essay. You do not need to write complete sentences. You may use point form.

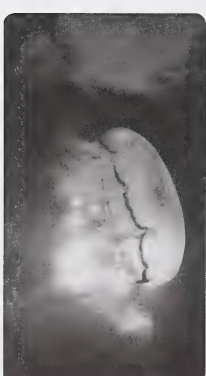


Read page 69.

Main Idea: Touchy Tentacles

6. Supporting Ideas:

- _____
- _____
- _____



Read page 70.

Main Idea: The Blue Browsers

7. Supporting Ideas:

- _____
- _____
- _____



Read page 71.

Main Idea: Bird Bristles

8. Supporting Ideas:

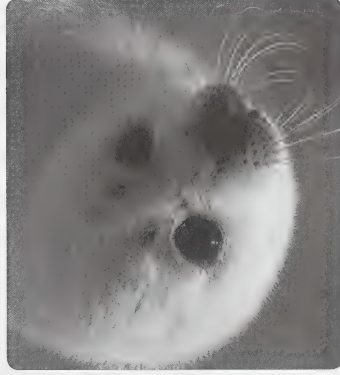
- _____
- _____
- _____



Main Idea: Winning Whiskers

9. Supporting Ideas:

- _____
- _____
- _____



Turn to the Suggested Responses on pages 164 to 166, and ask your home instructor to help you check your work.

Use your outlines to help you answer the questions in your Assignment Booklet.

Assist the student with locating the Suggested Responses and checking the completed work.

Refer to the Home Instructor's Guide for the spelling dictation.



Go to Assignment Booklet 7A. Do Assignment 5: "What a Feeling!"

Spelling

It's time to do your spelling test. Your home instructor will say the words.



Go to Assignment Booklet 7A. Do Assignment 6: Spelling Test.

Remember to spell these words correctly whenever you write them. They are in your Writing Dictionary if you forget how to spell them.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

The Sense of Touch

You may not think about your sense of touch often, but it is very important. Just under your skin there are hundreds of **nerves** that send messages to your brain. These nerves tell your brain the temperature and texture of objects. They also tell you if an object is wet or dry, slippery or sticky, hard or soft. And, perhaps, most important of all, they send pain sensations to your brain so that you know when something is dangerous.

In some places on the body, the nerves are closer together than in other places. The nerves in your fingertips are very close together. That is why your fingers are so good at feeling things.

Are you ready to have some fun with touch?



nerve: a fibre or bundle of fibres connecting the brain or the spinal cord with the eyes, ears, muscles, glands, and so on
It is through the nerves that the brain controls our movements and makes use of our five senses.

Feeling Bag

How good are you at guessing an object using only the sense of touch? Find out by making a feeling bag.

Get a pillowcase or large sock. Your home instructor will gather a variety of small objects and put them into the bag one at a time. Put your hand in the bag and touch each object. See if you can guess what it is. Use words to describe each object before taking it out to see if you are right.



Now put on a pair of gloves and try to guess some other objects.

10. Was it harder to guess the objects when you touched them through gloves? Tell why.

Gather a variety of small objects for the student to guess. See the Home Instructor's Guide for suggestions.

On the chart of sensory words, write the words the student uses to describe each object.

“Temperature Trick”



Take out Super Senses!

Turn to page 64. Look at the box with the heading “Temperature Trick.” Read the instructions.

Make a prediction. What do you think will happen when you hold two nails that are different temperatures?

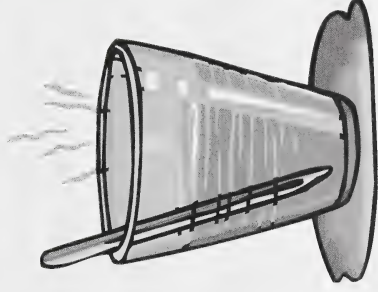
11. To perform the experiment, you will need to gather _____

Try the experiment.

12. Tell what happened.

Look back to page 64. Read the box with the heading “What Happens?”

13. Why can’t your hand feel the correct temperatures?



Where Did It Touch?

Ask your home instructor or a friend to help you with the next experiment.

Testable Question

Which part of your body is most sensitive to touch?

Prediction

14. I think _____



Materials

You will need two different washable markers, a blindfold, and a helper.

Procedure

Give your helper one marker. Keep one marker for yourself. Ask your helper to blindfold you. Ask your helper to touch you on the hand with a marker and to leave a mark. Now try to touch the same spot with your marker. Take off your blindfold. How close was your mark to the mark your helper made?

Put on the blindfold. Ask your helper to touch the marker to your arm. Use your marker to try to touch the same spot.

Have your helper touch you on the leg, foot, face, and neck. Each time, use your marker to try to touch the same spot your helper touched.

Remove the blindfold and check how close the marks are.

Observations

15. What did you notice?

Conclusion

16. Are all areas of your body equally good at telling where you were touched? Explain.

Assist the student with locating the Suggested Responses and checking the completed work.

17. How can you use what you have learned?

Turn to the Suggested Responses on pages 166 and 167, and ask your home instructor to help you check your work.



Go to Assignment Booklet 7A. Complete the Student Learning Log.

Story Time

What is your home instructor reading to you today? Find a comfortable spot, relax, and enjoy the story.



Looking Back

You have finished Module 7A. What activities in this part of the module were the most fun? Did you have difficulty with anything?



Journal Entry

The student may respond to the questions or write about any topic that relates to the module's lessons.

Complete the Home Instructor's Comments at the end of Assignment Booklet 7A. Use the Items to Submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed. Mail, fax, or e-mail the required projects and Assignment Booklet 7A to the teacher.

Glossary

nerve: a fibre or bundle of fibres connecting the brain or the spinal cord with the eyes, ears, muscles, glands, and so on
It is through the nerves that the brain controls our movements and makes use of our five senses.

Suggested Responses

1. The selection is a photo essay.
2. all of the above
3. You probably wrote the names of the animals in the photographs: tube anemone, luna moth, lion's mane jellyfish, spotted anemone, blue goatfish, blue catfish, harbour seal, and owl nightjar.
4. All animals have a sense of touch.
5. Some animals have developed special feelers.

6. to 9. Answers may vary depending upon which ideas you thought were most important. You should have included any three of the following supporting ideas under each heading:

6. **Main Idea:** Touchy Tentacles

Supporting Ideas:

- The lion's mane jellyfish is the world's largest jellyfish.
- The lion's mane jellyfish has more than 150 tentacles.
- Jellyfish tentacles can shoot tiny barbs that contain poison.
- Tentacles catch poisoned prey and pull it to the mouth.
- Sea anemones also use tentacles and barbs to get food.

7. **Main Idea:** The Blue Browsers

Supporting Ideas:

- Some fish have special feelers to help find food in dark water.
- Feelers are called barbels.
- Barbels feel for food on the river or ocean bottom.
- Catfish, hairy blenny, and Atlantic cod have barbels.
- Blue goatfish have ribbon-like barbels.

8. Main Idea: Bird Bristles**Supporting Ideas:**

- Some birds have bristles around their beak to help them feel insects.
- The owllet nightjar has bristles that help it find and scoop up insects.
- The whip-poor-will also uses bristles to feel and trap insects.

9. Main Idea: Winning Whiskers**Supporting Ideas:**

- All mammals except humans have whiskers to help them feel.
 - Walrus and seals use whiskers to feel along the ocean bottom for food.
 - Whiskers tell the brain what the object feels like, what shape it is, and how big it is.
10. Yes, it is harder to guess because the gloves dull the feeling of touch, and you can't feel the texture as well as you can with your bare hand.
11. To perform the experiment, you will need to gather two nails, two containers, hot water, and cold water.
12. You should feel a tingling sensation rather than a hot or cold sensation.
13. The nerves in the hand have a hard time telling the temperatures apart because the nails are so close together.

14. You are making a prediction. Any reasonable prediction is acceptable. Maybe you chose your fingertips because you know the nerves in your fingertips are close together.
15. You should have told which dots were close together or which touches you could judge most accurately. The marks on the hands and face should be closest, since these are usually the most sensitive places on the body.
16. The areas of the body are not equally good at telling about where a touch was applied. You know this because the marks are farther apart on some body parts than others.
17. You should realize that touching something with the hands or the face will give you the most accurate "picture" of the object.

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Module Summary

Congratulations, you have completed the first part of Module 7! You read a mystery story, did research, and learned more about the senses of sight and touch.

In Module 7A you learned

- how to take interesting photographs
- how to crop pictures
- about some groups of indigenous peoples
- about blindness
- how to keep your eyes healthy

In Module 7B you will investigate the senses of smell and taste. You will also learn more about communities in other countries.



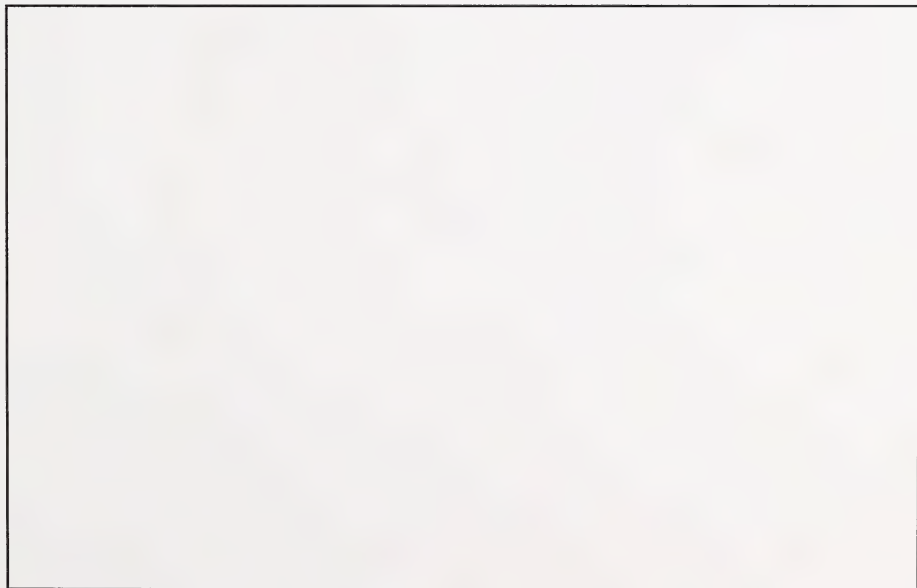
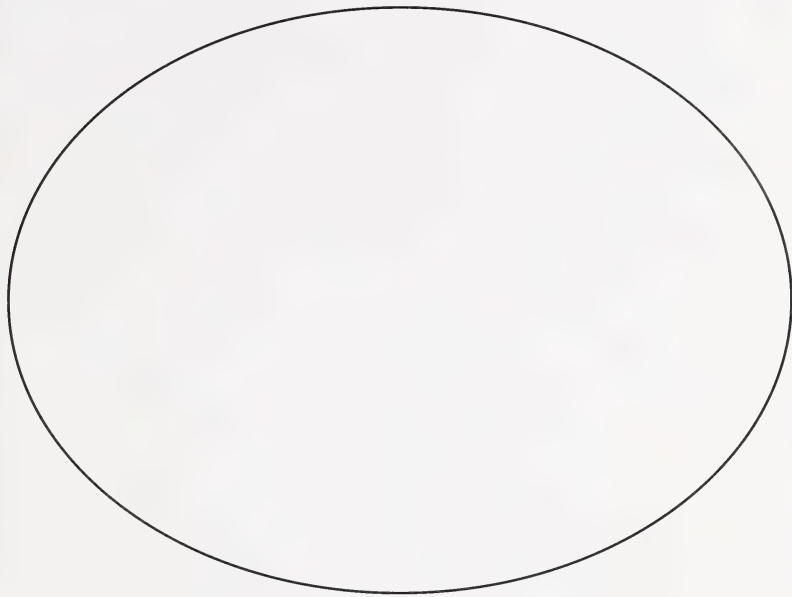
Grade Three **Thematic**

Module 7A:
Appendix





Frame Patterns



World Map

Find the country where the group you chose lives. Colour the country and label it.



Research Notes

Make an outline for your report by writing words or phrases under each heading. Find information for at least five headings. Write down the titles of books, encyclopedias, or websites that you used.

Homes

Clothing

Music and Dance

Stories and Legends

Research Notes

Food

Beliefs

The titles of the sources I used:

Transportation

Art
